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ABSTRACT

Community collaboration for improving career guidance is an attempt to obtain cooperation from local agencies, organizations, and volunteering individuals to provide assistance to citizens whose career needs are not being addressed. This monograph is designed to motivate and provide initial orientation for community leaders who want to develop comprehensive career guidance programs to serve the needs of all community residents. The guide is organized in five chapters. The first chapter provides an overview of the publication's contents, while chapter 2 reviews the rationale underlying the community collaboration and the encouragement for its development provided by federal, state, and local legislative statutes and policies. Chapter 3 concentrates on how to monitor local teams' progress toward short-range outcomes and how to evaluate the extent to which intended outcomes occur. In chapter 4, summaries of available data on the results of initial community attempts to implement the collaboration concept are presented, while chapter 5 includes recommendations that can facilitate future career guidance improvements through community collaboration. Each recommendation is followed by the key steps required to implement it. Appendixes to the guide include an evaluation auditor's report and nine community team career guidance projects. (KC)

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COMMUNITY COLLABORATION FOR IMPROVING CAREER GUIDANCE PROGRAMS: PRELIMINARY FINDINGS SUGGEST IT CAN WORK

A Monograph by

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FOREWORD

The Guidance Team Training with Special Emphasis on Vocations and Learners with Special Needs Project was funded by the Office of Vocational and Adult Education, U.S. Department of Education. The concept of community collaboration with a career guidance focus has been a thrust of the Office of Vocational and Adult Education for a number of years. Using a series of projects contracted through competitive bidding, this office engaged a consortium of organizations to develop this concept and to recruit and assist community teams that want to apply it in their local settings. From its inception, the consortium has been coordinated by the National Center for Research in Vocational Education, assisted primarily by the American Institutes for Research and the University of Missouri at Columbia. This monograph highlights some of the progress made by the consortium and an initial set of thirty-five community teams.

Recognition is due to the American Institutes for Research (AIR) in Palo Alto, California, for providing leadership in the development of this monograph. G. Brian Jones and Linda Phillips-Jones of AIR, David Pritchard of the U.S. Department of Education, Harry N. Drier and Linda A. Pfister of the National Center for Research in Vocational Education, and Norman Gysbers of the University of Missouri at Columbia authored the monograph. Karen Kimmel Boyle and Fred Williams of the National Center for Research in Vocational Education authored local site case studies. John D. Krumboltz of Stanford University served as the project's evaluation auditor and developed an evaluation auditor's report.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

1. MONOGRAPH OVERVIEW

Community collaboration for improving career guidance is an attempt to obtain cooperation from local agencies,[1] organizations, and volunteering individuals to provide assistance to citizens[2] whose career needs are not being addressed. In the approach that is described here, community representatives form a "team" to identify and assess the career needs of a well-defined citizen group. Then they begin to plan, support, implement, operate, and evaluate a comprehensive career guidance program designed to meet that target group's highest priority needs.

The concept of community collaboration with a career guidance focus was first introduced by the Office of Vocational and Adult Education (OVAE) in the United States Department of Education. Using a series of projects contracted through competitive bidding, this office engaged a consortium of private organizations to develop this concept and to recruit and assist community teams that want to apply it in their local settings. From its inception, the consortium has been coordinated by the National Center for Research in Vocational Education assisted primarily by the American Institutes for Research and the University of Missouri at Columbia. This monograph highlights some of the progress made by the consortium and an initial set of thirty-five community teams.

The monograph is written to motivate and provide initial orientation for community leaders who are committed to seeing that comprehensive career guidance programs are established to serve the career planning and development needs of all citizens. The authors hope that this resource will stimulate the formation of new community teams, enhance the efforts of current teams, and help agency staff who manage established guidance programs. A companion monograph will be written within the next two years as more data on the plausibility of this community collaboration concept become available.

Chapter 2 reviews the rationale underlying the community collaboration and the encouragement for its development provided by federal, state, and local legislative statutes and administrative policies. Using three linear graphic models and explanatory narratives, this chapter summarizes the intended program-building process beginning with a local perspective and evolving into a comprehensive program of national scope. Each linear model assumes that if certain activities occur, specific intended outcomes will result.

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1. For brevity, the word "agencies" is frequently used throughout this monograph to include all community entities such as businesses, industries, labor organizations, educational institutions, government agencies, informal networks for volunteers, and other community sectors.

2. Similarily, "citizens" is the term employed to represent the clients or target groups of a program, it includes noncitizens as we

Chapter 3 concentrates on how to monitor local teams' progress toward short-range outcomes and how to evaluate the extent to which intended "immediate" activities and outcomes actually occur in communities that try to implement this concept. Examples of strategies for monitoring and evaluating the early efforts of community teams are presented. The desirability and feasibility of different evaluation designs for determining whether or not community collaboration works in the career guidance field are discussed.

Chapter 4 summarizes available data on the results of initial community attempts to implement the collaboration concept. Data on some of the more short-range outcomes experienced by teams in thirty-five communities are displayed. In addition, common elements from case studies of nine of those local sites are discussed. The actual six- to eight-page case studies are contained in this monograph in Appendix B.

Chapter 5 includes recommendations that can facilitate future career guidance improvements through community collaboration. Each recommendation is followed by the key steps required to implement it.

2. WHY COMMUNITY COLLABORATION FOR CAREER GUIDANCE?

In any community it is possible to identify citizens who need and want assistance to better plan and develop their careers and their lives. However, if those individuals are not directly served by one of the community's key agencies--such as a business, an industry, a school, a CETA program, or a college--the necessary assistance is not provided. In fact, many of those key agencies do not have comprehensive and effective career planning and development programs for their own employees, students, or clients.

Community collaboration provides a response to those citizens whose career needs are not being met. It begins with leaders from three or more community agencies discussing the possibility of working cooperatively to establish and measure the impact of a career guidance program serving the critical career needs of a citizen group. This interagency collaboration continues until career guidance improvements are produced, not only in schools, colleges, universities, and training programs, but also in other community and private sector organizations. The collaborating "agencies" include businesses and industries, labor organizations, educational institutes, government services, and informal community organizations (e.g., a group of volunteers). Their representatives form a community team to identify and assess the career needs of a citizen group and then to plan, support, implement, operate, and evaluate a career guidance program designed to meet these needs.

A. Examining the Legislative Stimulus for Community Collaboration

The impetus for the concept of community collaboration for improving career guidance is primarily the Vocational Education Act of 1963 as amended in 1968 and particularly as modified by the Education Amendments of 1976 (P.L. 94-482, Title II). Additional enabling language is contributed by other pieces of federal legislation[3] and numerous state statutes that authorize career guidance program improvements and better training of professionals and paraprofessionals in this field.

The U. S. Congress has supported this concept. The Vocational Education Act Amendments incorporated into P.L. 94-482 recommend community participation in diverse areas such as cooperating on state and local advisory councils, developing state and local vocational education plans, and implementing comprehensive plans of program improvement through exemplary and innovative projects. Guidance and counseling are perceived as key components of vocational education programs. Although this legislation does not use the words "community collaboration for guidance," they certainly are implied. For example, Section 131 of these 1976 Amendments authorizes:

---

3. Examples of other federal laws include: the Career Education Incentive Act (P.L. 95-207), Comprehensive Employment and Training Act (P.L. 95-524), Education of All Handicapped Children Act (P.L. 94-142), Juvenile Justice and Delinquency Prevention Act (P.L. 93-415), and Community Schools and Comprehensive Community Education Act (P.L. 95-561).

projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs. . . . (Section 131 [a] [4] [B])

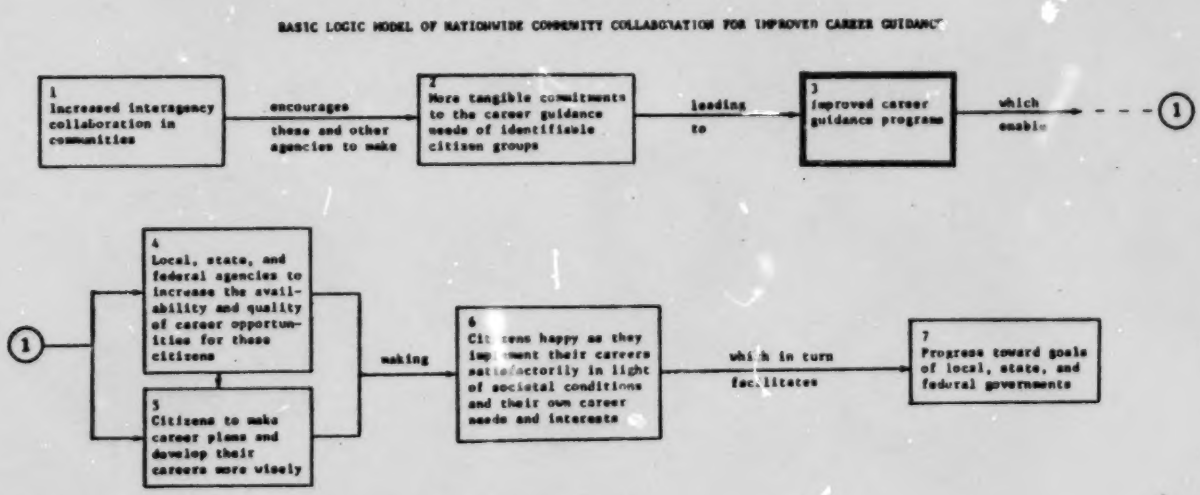
Along the same line of thought, Section 132 calls for "programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education (Section 132 [a] [5] [B])." Section 134 focuses on guidance and counseling. It encourages:

> programs, services, or activities by eligible recipients which bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students, and which bring students into the work establishments . . . for the purpose of acquainting students with the nature of the work that is accomplished therein . . . . (Section 134 [a] [b])

B. Graphically Representing the Logic of Community Collaboration

Graphic models accompanied by narrative explanations have proven to be effective devices for communicating the rationale and logic on which human service programs are or should be constructed.[4] A most fundamental form of the logic underlying community collaboration as applied in this monograph is outlined in Figure 1.

Figure 1


BASIC LOGIC MODEL OF NATIONWIDE COMMUNITY COLLABORATION FOR IMPROVED CAREER GUIDANCE
1 Increased interagency collaboration in communities
encourages
these and other agencies to make
2 More tangible commitments to the career guidance needs of identifiable citizen groups
leading
to
3 Improved career guidance programs
which
enable
1
4 Local, state, and federal agencies to increase the availability and quality of career opportunities for these citizens
5 Citizens to make career plans and develop their careers more wisely
making
6 Citizens happy as they implement their careers satisfactorily in light of societal conditions and their own career needs and interests
which in turn
facilitates
7 Progress toward goals of local, state, and federal governments

4. J. S. Wholey. Evaluation: Promise and Performance (Washington, DC: The Urban Institute, 1979.) Jung, S. M.; Steel, L.; Claudy, C. B.; and Kingi, M. Implementation of the Career Education Incentive Act: First Interim Report on the Evaluability Assessment (Palo Alto, CA: American Institutes for Research, March 1980.) (ERIC Document Reproduction Service No. ED 186 689)

This diagram depicts a chronological sequence of outcomes proceeding from left to right. The cause-and-effect relationship between outcomes described in each pair of boxes is indicated by an arrow and its label. The result is a simple linear model representing the ideal form of the intended program-building process beginning with the local perspective in Box 1 and evolving into outcomes of national scope in Box 7.

Three levels of outcomes can be used to characterize those listed in Figure 1 as follows:

- Immediate outcomes: These are the short-range intended effects produced as community teams are formed and team members influence community agencies, organizations, institutions, and networks (including the ones they represent). This level of outcomes is represented by Boxes 1 and 2.

- Intermediate outcomes: These intended effects require more time and effort to be produced than do the teams' immediate results. At this level, career guidance program improvements are investigated (Box 3). Then, through indirect interventions (Box 4) and direct interventions administered to members of target groups, citizens improve their career planning and development (Box 5).

- Ultimate outcomes: These constitute the long-term intended impacts of community teams dedicated to improving career guidance in their local sites. These are the results (Boxes 6 and 7) achieved through team interventions implemented directly with citizens or indirectly in the environments in which those individuals live.

The model in Figure 1 assumes that if certain activities occur, different types and amounts of identifiable intended outcomes will follow immediately, after a reasonable but lengthier time period, and long-term. Implied by Boxes 1-7 is a full range of activities designed to produce the results described in the boxes. Also produced will be unexpected effects (positive and negative) that warrant observation and measurement if a comprehensive program assessment and evaluation process is to be conducted. The activities and outcomes portrayed by the very rudimentary logic model in Figure 1 can be represented in more detail that will more fully explain the rationale on which community collaboration for career guidance is based.

For example, Figure 2 on the next three pages expands the introductory model displayed in Figure 1. Figure 2 shows some of the key types of activities and the results they can produce in an expanded explanation of each of the seven boxes in Figure 1. Figure 3 presented later in this chapter focuses on the most critical segment (heavy lines) of Figure 2--Boxes 3.1 through 3.4 describing activities that produce intermediate outcomes. The Figure 3 model concentrates on a single community team's activities and results, whereas the preceding models depict the full scope of a nationwide

Figure 2 (continued)

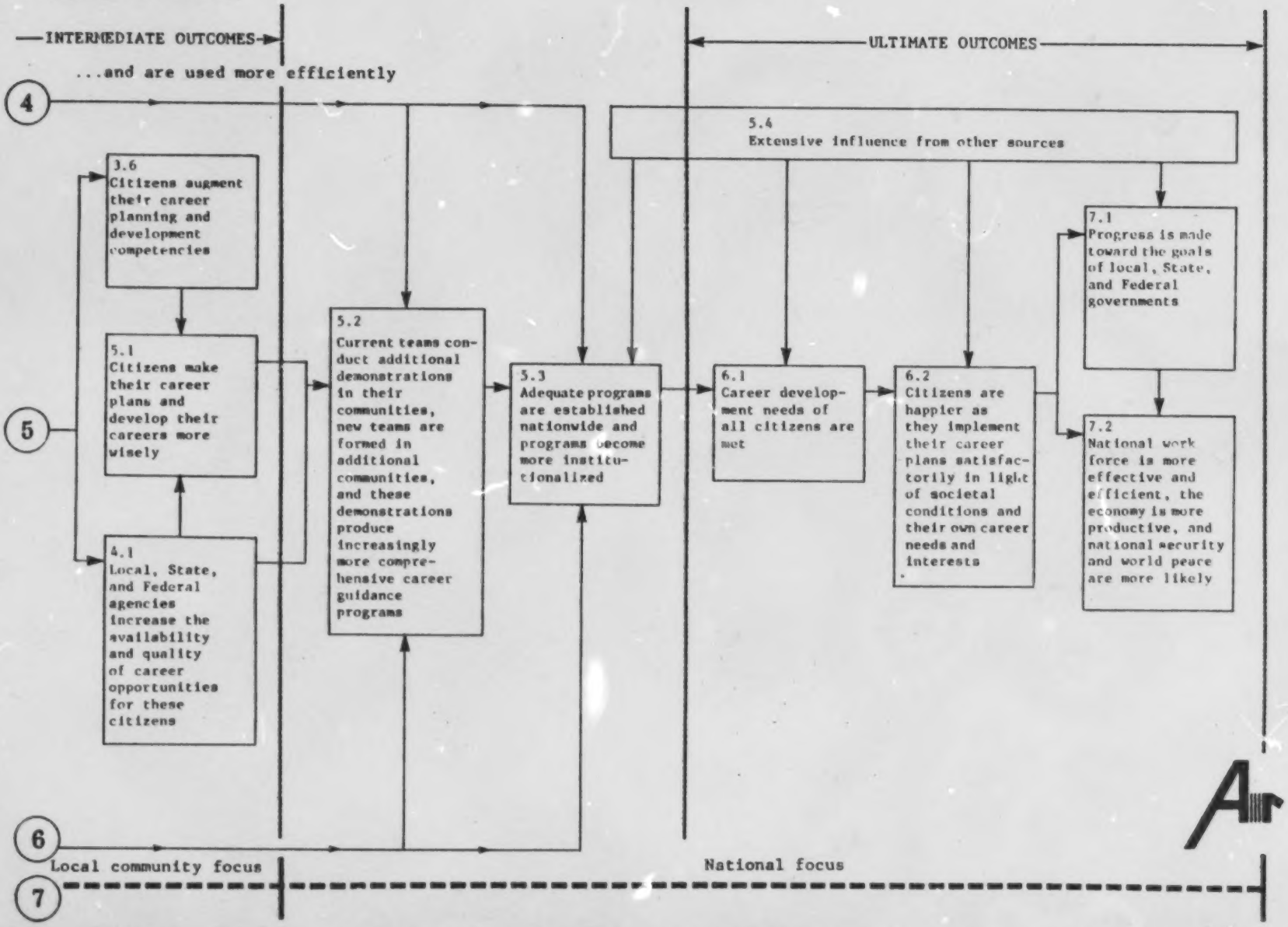

INTERMEDIATE OUTCOMES
...and are used more efficiently
ULTIMATE OUTCOMES
4
5
6
7
3.6
Citizens augment their career planning and development competencies
5.1
Citizens make their career plans and develop their careers more wisely
4.1
Local, State, and Federal agencies increase the availability and quality of career opportunities for these citizens
5.2
Current teams conduct additional demonstrations in their communities, new teams are formed in additional communities, and these demonstrations produce increasingly more comprehensive career guidance programs
5.3
Adequate programs are established nationwide and programs become more institutionalized
5.4
Extensive influence from other sources
6.1
Career development needs of all citizens are met
6.2
Citizens are happier as they implement their career plans satisfactorily in light of societal conditions and their own career needs and interests
7.1
Progress is made toward the goals of local, State, and Federal governments
7.2
National work force is more effective and efficient, the economy is more productive, and national security and world peace are more likely
Local community focus
National focus

Figure 2
Expanded Logic Model of Nationwide Community Collaboration for Improved Career Guidance

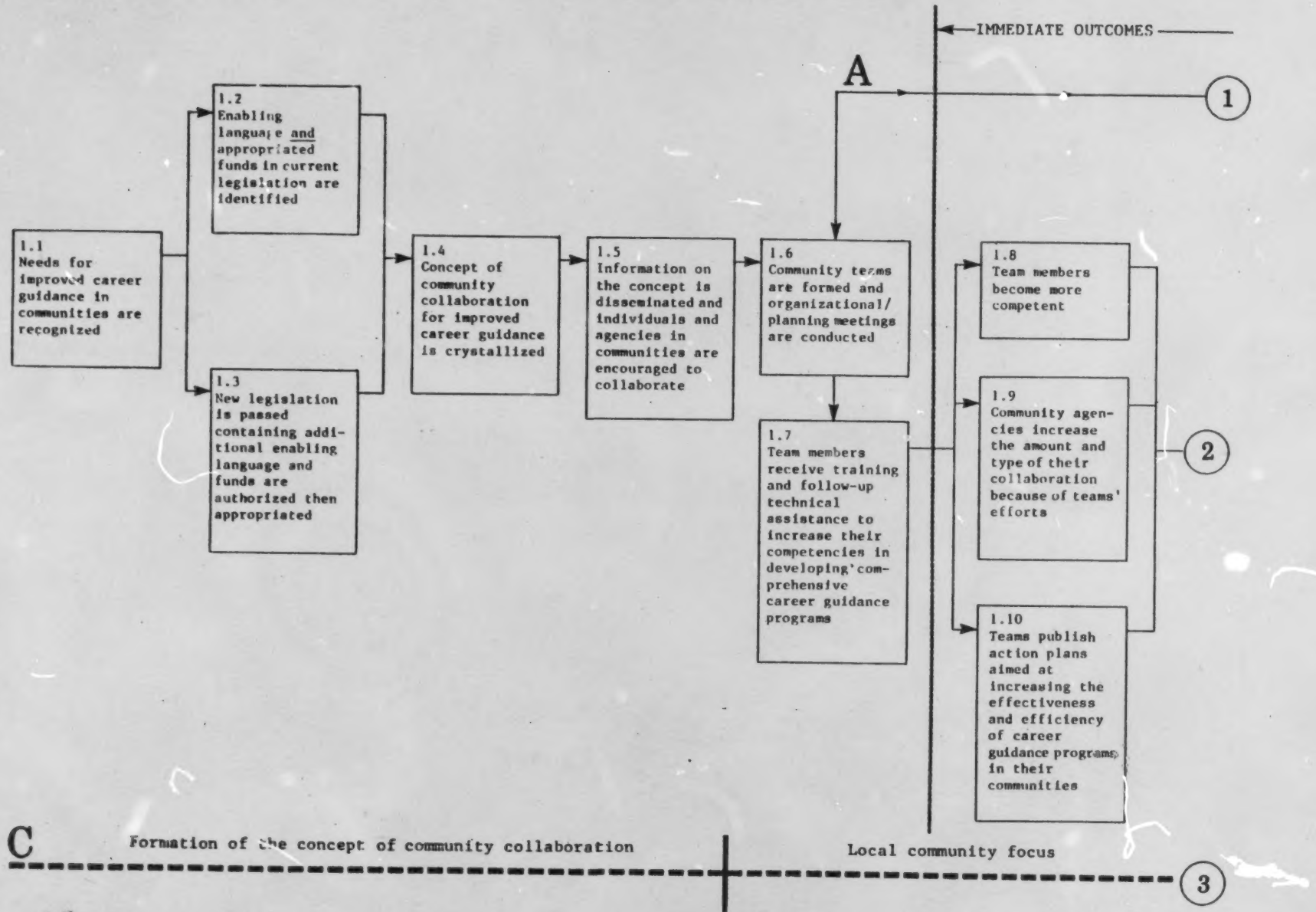
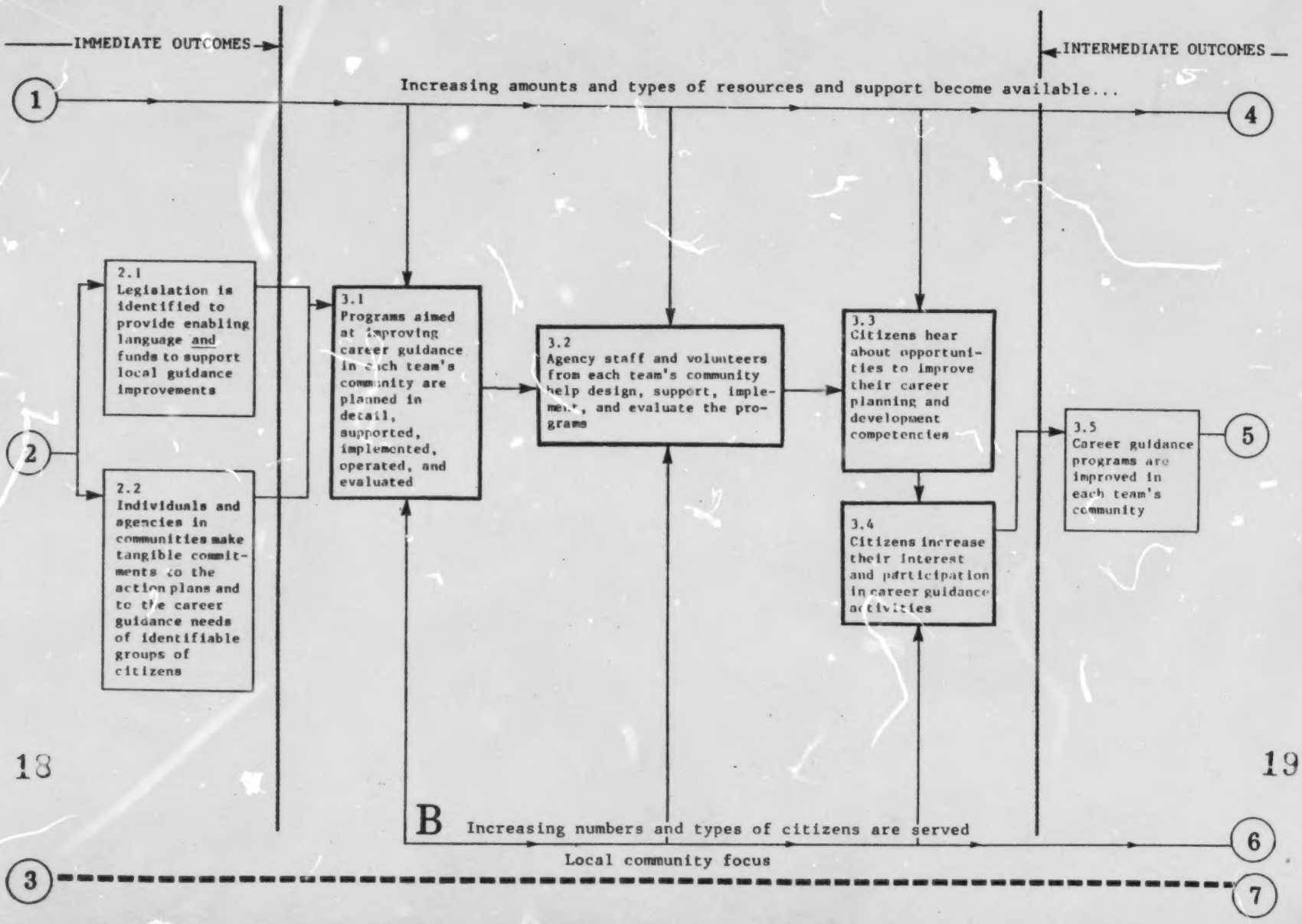

IMMEDIATE OUTCOMES
A
1
1.1 Needs for improved career guidance in communities are recognized
1.2 Enabling language and appropriated funds in current legislation are identified
1.3 New legislation is passed containing additional enabling language and funds are authorized then appropriated
1.4 Concept of community collaboration for improved career guidance is crystallized
1.5 Information on the concept is disseminated and individuals and agencies in communities are encouraged to collaborate
1.6 Community teams are formed and organizational/ planning meetings are conducted
1.7 Team members receive training and follow-up technical assistance to increase their competencies in developing comprehensive career guidance programs
1.8 Team members become more competent
1.9 Community agencies increase the amount and type of their collaboration because of teams' efforts
1.10 Teams publish action plans aimed at increasing the effectiveness and efficiency of career guidance programs in their communities
2
C
Formation of the concept of community collaboration
Local community focus
3

Figure 2 (continued)


IMMEDIATE OUTCOMES
INTERMEDIATE OUTCOMES
1
Increasing amounts and types of resources and support become available...
4
2
2.1
Legislation is identified to provide enabling language and funds to support local guidance improvements
2.2
Individuals and agencies in communities make tangible commitments to the action plans and to the career guidance needs of identifiable groups of citizens
3.1
Programs aimed at improving career guidance in each team's community are planned in detail, supported, implemented, operated, and evaluated
3.2
Agency staff and volunteers from each team's community help design, support, implement, and evaluate the programs
3.3
Citizens hear about opportunities to improve their career planning and development competencies
3.4
Citizens increase their interest and participation in career guidance activities
3.5
Career guidance programs are improved in each team's community
5
B
Increasing numbers and types of citizens are served
6
Local community focus
3
7

emphasis on community collaboration for improving career guidance. The remainder of this chapter provides the narrative explanation of each box in the expanded models.

C. Describing the Logic of Community Collaboration

The following general guidelines apply to the models displayed in Figures 2 and 3:

- Both models proceed from left to right to indicate which activities and outcomes are expected to occur before others.
- As in Figure 1, arrows are employed to indicate causes and their effects.
- The two-digit numbers used throughout Figure 2 indicate which activities and more specific outcomes relate to the seven types of general outcomes summarized in Figure 1. The first digit of each two-number code indicates which Figure 1 outcome is being addressed. For example, the impact of "improved career guidance programs" at local sites is depicted in Box 3 in Figure 1. However, in Figure 2, the activities designed to produce that general outcome and specific impacts further defining it are shown in Boxes 3.1 through 3.6.
- The three-digit codes in Figure 3 follow the above principle. They indicate activities condensed into Boxes 3.1 through 3.4 in Figure 2 and highlighted by heavy lines in Figures 1 and 2.
- The models are oversimplifications of intended practice. The actual national (Figure 2) and local (Figure 3) processes represented are very complex with attributes of a spiral, placed horizontally, starting small, drawing in more people and resources, and gradually multiplying its events and influence. These models portray intended activities and results rather than ones that are actually occurring in local sites across the United States. Later in this monograph, illustrations of what is happening in some communities are provided, but they only document small segments of these models.
- Since these models depict intentions rather than realities, they are "true" only to the extent that they are useful. Their purpose is to clarify the thinking of career guidance specialists and to promote action toward accepted guidance goals.

The remainder of this chapter discusses the content of Figures 2 and 3. The discussion of the outcomes introduces the issue of evaluation, which is explored further in the next two chapters. Chapter 3 presents some strategies for assessing the extent to which outcomes depicted in Figures 1-3 actually occur. Chapter 4 summarizes findings collected on some of those outcomes in thirty-five selected communities.

1. The National Program (Figure 2)

Figure 2 presents a logic model outlining a national thrust for fostering community collaboration promoting local career guidance improvements. Its key segments are discussed in the following sections.

Horizontal paths A and B: Factors that have broad effects. These lines represent activities and outcomes that affect several boxes. As individuals and agencies in communities continue to cooperate to improve local career guidance programs, tangible support as well as human and technical resources are solicited from and volunteered by different parts of those communities. At the same time, leaders and staff participating in the extended career guidance activities learn to use their available resources more efficiently (Path A) so their areas of impact can be expanded even further. In this way career guidance assistance can be offered to and used by more individuals and different types of persons (Path B) than those who were the original target audiences in each community.

Boxes 1.1 through 1.5: Formation of the community collaboration concept. Many individuals across the country have recognized that the career planning and development needs of all citizens are not being met (Box 1.1). As mentioned earlier in this chapter, over the last two decades those needs were particularly well addressed by many state and federal laws. Such legislative provisions have very explicit guidance implications providing both enabling language defining and supporting the concept of community collaboration and funds (usually authorized but frequently not appropriated by governing bodies) financing guidance improvements (Box 1.2). Similar contributions to this concept are contained in pending legislation and in emerging bills (Box 1.3) frequently resulting from the advocacy efforts of state and national associations committed to the career guidance field (e.g., the American Personnel and Guidance Association and the Guidance Division of the American Vocational Association).

The community collaboration concept was introduced (Box 1.4) by the Office of Vocational and Adult Education in the United States Department of Education through a consortium effort headed by the National Center for Research in Vocational Education (National Center). It is assisted by two subcontracting organizations--the American Institutes for Research and the University of Missouri at Columbia. Under federal supervision, this consortium develops and disseminates information on the concept and encourages communities to get involved in implementing the concept in their local settings (Box 1.5).

Boxes 1.6 through 5.1: Local community focus of this concept. Over the past three years, the National Center has contacted individuals and agencies that might be willing to initiate career guidance improvements in their communities. In some instances, communities have learned about this concept from other sources and then started discussions with the National Center. In all cases, someone in each community was encouraged to obtain cooperation from at least three community businesses, industries, labor organizations, educational agencies (not more than one school, college, or training institution in the initial three collaborators), government services, community volunteer groups, and organizations in other community sectors. The "lead" person in each community conducted preliminary orientation meetings to discuss general guidance needs in the local setting, to establish possible organizational strategies for addressing those needs, and to determine which individuals and agencies from the community were willing to participate on a team that would assume responsibility for implementing some of those strategies (Box 1.6). Agencies that committed themselves to this concept were invited to designate representatives as team members. Each team elected a captain to coordinate its activities.

The National Center consortium conducted training workshops for each community team using either consortium staff or independent consultants as trainers (Box 1.7). The National Center provided two additional types of assistance. First, each team received a set of thirty-five competency-based training modules and support materials that teams could use to provide individual or group learning experiences for its members and other community leaders. These self-contained modules addressed five areas of developing comprehensive career guidance program improvements: planning, supporting, implementing, operating, and evaluating. Second, technical assistance was offered to each team to help team members continue their program activities after their initial workshop. This consultation was provided, once again, by consortium staff and consultants paid by National Center. The training and follow-up technical support were intended to help each team achieve at least five immediate outcomes (Boxes 1.8 through 2.2). These five outcomes expand those summarized in Boxes 1 and 2 of Figure 1--the first three relate to Box 1, whereas the last two illustrate Box 2.

First, members of each community team, were expected to increase their knowledge, performance skills (e.g., becoming capable of preparing a written plan for local guidance improvements), and attitudes related to developing comprehensive guidance programs and working together as a team (Box 1.8). Second, through team members' contacts within their communities, it was expected that agencies from all sectors would cooperate with their local team to improve actual programs (Box 1.0). Third, each team was to write a well-organized plan (an example format was provided by the National Center) indicating specific activities and a schedule that should be followed in order to make those improvements (Box 1.10). Fourth, each team was encouraged to identify federal, state, and local legislation, rules, and administrative policies providing support for the guidance improvements it planned (Box 2.1). Such support could help each team document a strong rationale for its action plan by selecting concepts and provisions ("enabling language") approved by legislative bodies and identify appropriated monies that would help finance the proposed career guidance

changes. Fifth, through its community contacts, each team was to find individuals and agencies that would cooperate and follow through with tangible assistance by providing such things as financial support, facilities, staffing for guidance activities, supplies, equipment, and publicity (Box 2.2).

The five outcomes were crucial to each community team's success. If they did not occur the team faltered and perhaps faded. However, if they were achieved, the team could launch into a set of activities such as those summarized in Boxes 3.1 through 3.4. Each team could start conducting its guidance improvements (Box 3.1) by: receiving extensive help from community volunteers and employees (Box 3.2), publicizing the availability of improved career guidance assistance for the citizen group on which the team decided to concentrate its initial program (Box 3.3), and hopefully encouraging citizens to avail themselves of that assistance (Box 3.4). Activities briefly depicted in Boxes 3.1 through 3.4 are presented in much more detail in Figure 3 and are reviewed later in this chapter.

If the "intermediate" activities took place, each community team could aim toward another set of four outcomes represented by Boxes 3.5 and 3.6, 4.1 and 5.1 (expanding, respectively, Boxes 3, 4, and 5 from Figure 1). First, each team should be able to determine indicators of actual career guidance changes in its community. By collecting evidence of indicators demonstrating positive changes, team members can conclude that their efforts had significantly improved at least one guidance program (Box 3.5). Second, most of the citizens who participate in each program should become more capable of planning and developing their careers than they were when they started participating in the new guidance activities (Box 3.6). Third, because team members work directly with businesses, industries, and other employing and training agencies and organizations in their communities, opportunities for more and better jobs, education and training programs, and work experience sites should be available for those citizens to consider and perhaps choose (Box 4.1). Fourth, not only should those citizens' competencies and their career opportunities increase, but they should also continue to act in ways demonstrating that their career plans are being made more wisely and their careers are progressing better than they had, up to that point in time (Box 5.1).

Boxes 5.2 through 7.2: National focus of this concept. The final segment of Figure 2 entails activities and outcomes that have not yet occurred and will not happen unless extensive commitments are made to community collaboration for improving career guidance. To date, developments coordinated by the National Center have been concentrated on the first two segments of Figure 2. This has stimulated the formation of thirty-five community teams and helped initiate pilot projects concerning small parts of a comprehensive career guidance system--i.e., limited types of career needs of a single target group of citizens.

It is anticipated that at least some of these current teams will successfully achieve their objectives, with a ripple effect occurring. These teams will broaden their activities into other components of a comprehensive system, and new teams will be formed in other communities. In this way,

more and more communities will operate projects building upon the experiences of existing demonstration communities. The goal is for communities and their projects to serve more types of citizen target groups and more types of career needs of those citizens (Box 5.2).

This new wave of community teams should obtain increasing amounts and types of human and technical resources as well as more local, state, and federal government and private sector support. As community collaborations gradually become more effective in meeting citizens' career needs, and as they employ their resources more efficiently (Paths A and B), career guidance programs will be installed in all locations across the United States. Those programs will be integrated into comprehensive systems, will become more accepted and expected by citizens and service providers alike, and will be institutionalized as regular parts of community agencies' budgets, roles, and responsibilities (Box 5.3).

Figure 2 also depicts the long-range outcomes that could result if the above nationwide activities are performed and other vital factors (e.g., the national economy, international peace, and natural disasters) well beyond the control of career guidance programs do not make such progress impossible. Collaboration for comprehensive career guidance systems in every community will contribute to a situation in which all citizens meet their career planning and development needs (Box 6.1). When that outcome is obtained, it will be reasonable to expect that people will be happier with both themselves and the societal conditions in which they live (Box 6.2).

Happier citizens should facilitate not only progress toward their career goals, but also toward goals explicitly established by governing bodies with which they interact, or implied by legislative provisions those bodies approve (Box 7.1). The types of national goals that will be fostered are noted in Box 7.2--e.g., the national work force will be more productive, unemployment rates will be lowered, national security will be enhanced, and the chances of world peace will be increased. Certainly these are noble ultimate outcomes! They are, at the same time, goals to which successful community collaboration for career guidance should contribute.

These four long-range outcomes are not ones that call for immediate measurement and evaluation since their maturation time is well into the future. The immediate and intermediate outcomes discussed earlier must be addressed much sooner.

2. A Community Team's Program (Figure 3)

The model portrayed in Figure 3 on the next two pages provides a closer look at four sets of activities outlined in Figure 2 and highlights them for a single team. Activities are summarized in Boxes 3.1 through 3.4. Figure 3 takes each of those four boxes and identifies example activities that could be performed in it and "suboutcomes" that could be produced. The four sets of these suboutcomes logically link the immediate (1.8, 1.9, 1.10, 2.1, and 2.2) and intermediate (3.5, 3.6, 4.1, and 5.1) outcomes in Figure 2.

Figure 3
Expanded Logic Model of Local Community Collaboration for Improved Career Guidance

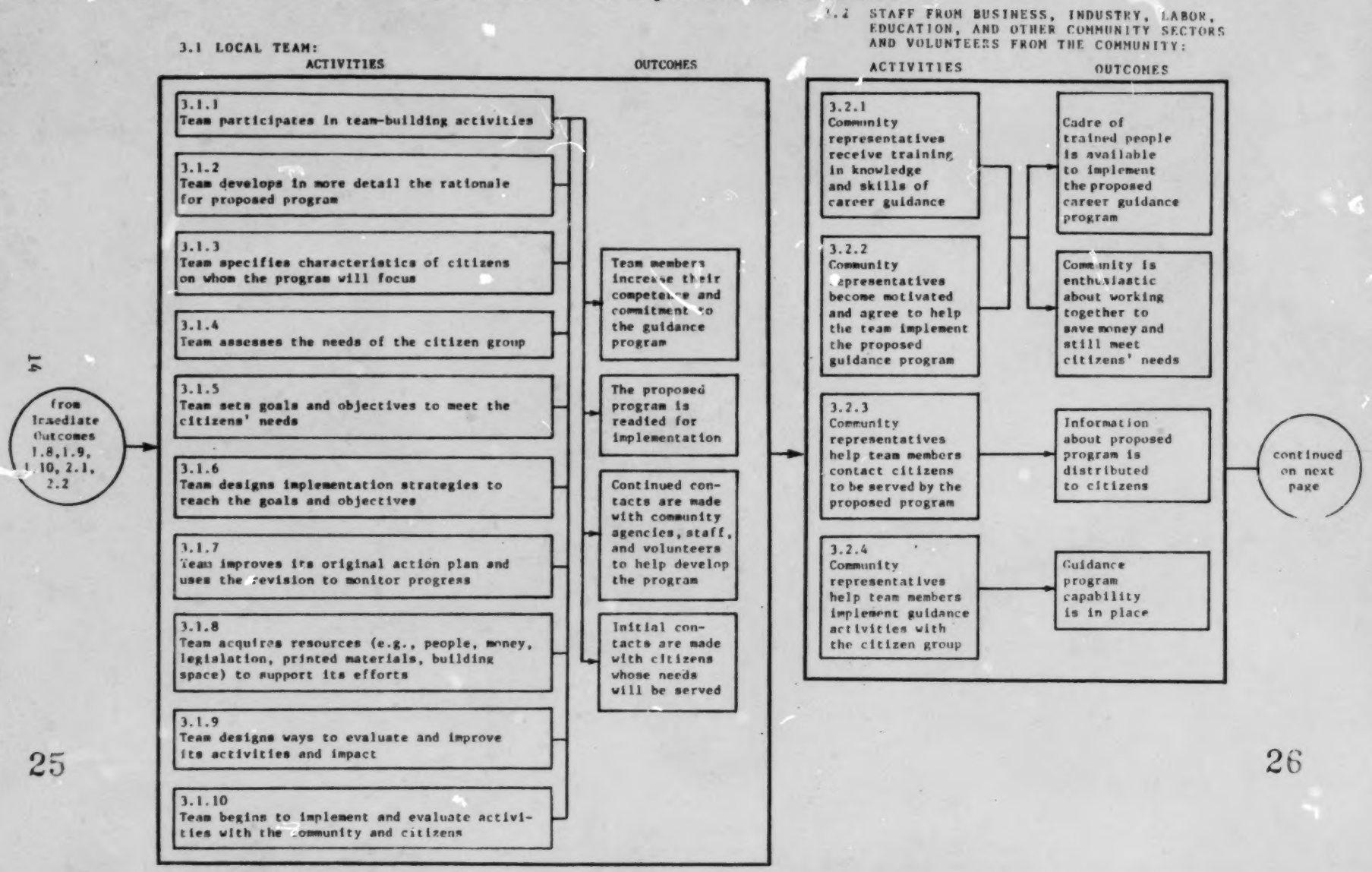
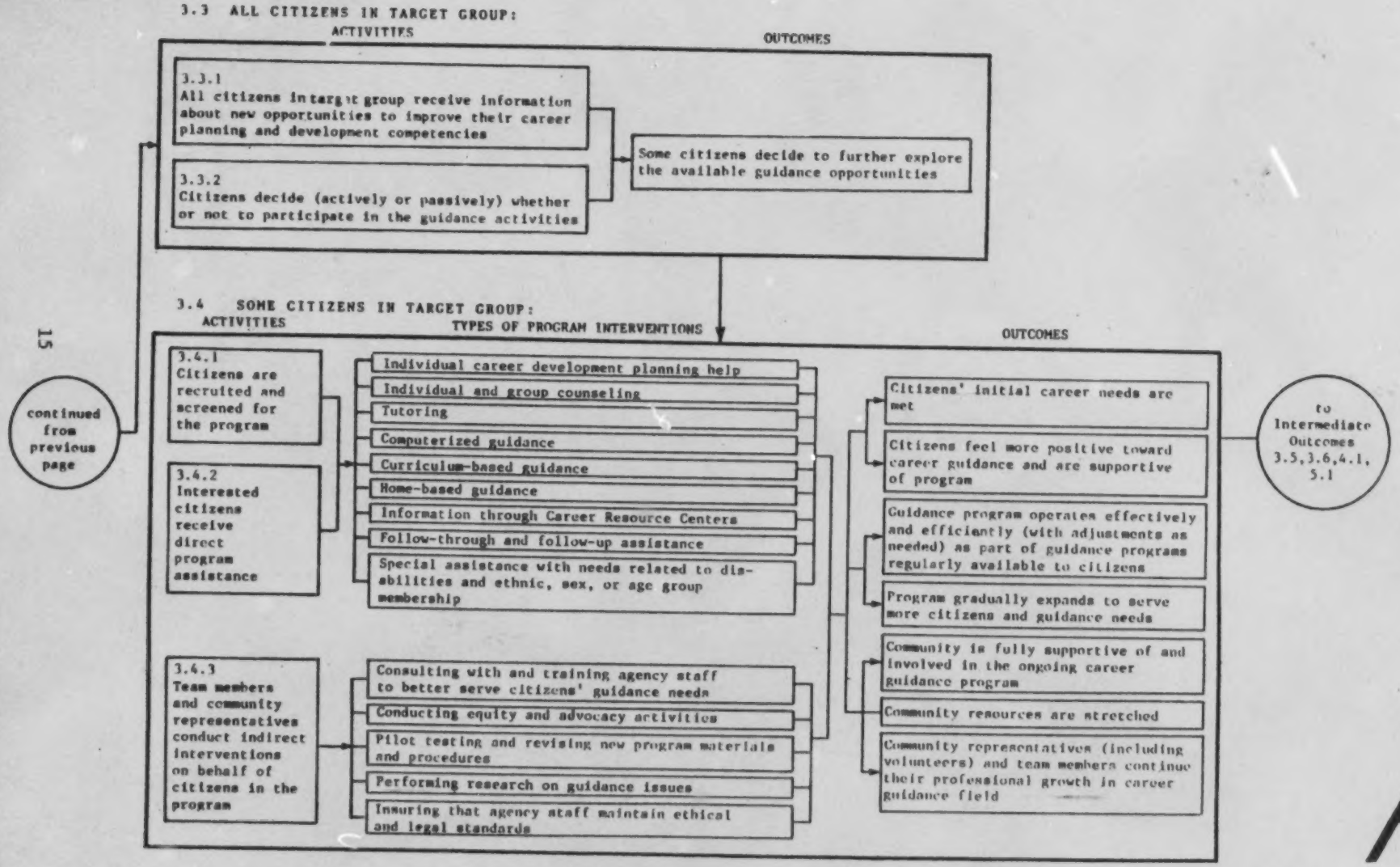

3.1 LOCAL TEAM:
ACTIVITIES
OUTCOMES
3.1.1 Team participates in team-building activities
3.1.2 Team develops in more detail the rationale for proposed program
3.1.3 Team specifies characteristics of citizens on whom the program will focus
3.1.4 Team assesses the needs of the citizen group
3.1.5 Team sets goals and objectives to meet the citizens' needs
3.1.6 Team designs implementation strategies to reach the goals and objectives
3.1.7 Team improves its original action plan and uses the revision to monitor progress
3.1.8 Team acquires resources (e.g., people, money, legislation, printed materials, building space) to support its efforts
3.1.9 Team designs ways to evaluate and improve its activities and impact
3.1.10 Team begins to implement and evaluate activities with the community and citizens
Team members increase their competence and commitment to the guidance program
The proposed program is readied for implementation
Continued contacts are made with community agencies, staff, and volunteers to help develop the program
Initial contacts are made with citizens whose needs will be served
14
from Immediate Outcomes 1.8, 1.9, 1.10, 2.1, 2.2
3.2 STAFF FROM BUSINESS, INDUSTRY, LABOR, EDUCATION, AND OTHER COMMUNITY SECTORS AND VOLUNTEERS FROM THE COMMUNITY:
ACTIVITIES
OUTCOMES
3.2.1 Community representatives receive training in knowledge and skills of career guidance
3.2.2 Community representatives become motivated and agree to help the team implement the proposed guidance program
3.2.3 Community representatives help team members contact citizens to be served by the proposed program
3.2.4 Community representatives help team members implement guidance activities with the citizen group
Cadre of trained people is available to implement the proposed career guidance program
Community is enthusiastic about working together to save money and still meet citizens' needs
Information about proposed program is distributed to citizens
Guidance program capability is in place
continued on next page

Figure 3 (continued)


3.3 ALL CITIZENS IN TARGET GROUP:
ACTIVITIES
OUTCOMES
3.3.1
All citizens in target group receive information about new opportunities to improve their career planning and development competencies
3.3.2
Citizens decide (actively or passively) whether or not to participate in the guidance activities
Some citizens decide to further explore the available guidance opportunities
3.4 SOME CITIZENS IN TARGET GROUP:
ACTIVITIES
TYPES OF PROGRAM INTERVENTIONS
OUTCOMES
continued from previous page
15
3.4.1
Citizens are recruited and screened for the program
3.4.2
Interested citizens receive direct program assistance
Individual career development planning help
Individual and group counseling
Tutoring
Computerized guidance
Curriculum-based guidance
Home-based guidance
Information through Career Resource Centers
Follow-through and follow-up assistance
Special assistance with needs related to disabilities and ethnic, sex, or age group membership
3.4.3
Team members and community representatives conduct indirect interventions on behalf of citizens in the program
Consulting with and training agency staff to better serve citizens' guidance needs
Conducting equity and advocacy activities
Pilot testing and revising new program materials and procedures
Performing research on guidance issues
Insuring that agency staff maintain ethical and legal standards
Citizens' initial career needs are met
Citizens feel more positive toward career guidance and are supportive of program
Guidance program operates effectively and efficiently (with adjustments as needed) as part of guidance programs regularly available to citizens
Program gradually expands to serve more citizens and guidance needs
Community is fully supportive of and involved in the ongoing career guidance program
Community resources are stretched
Community representatives (including volunteers) and team members continue their professional growth in career guidance field
to Intermediate Outcomes 3.5, 3.6, 4.1, 5.1

Boxes 3.1.1 through 3.1.10: Local team activities. These ten boxes in the first segment of Figure 3 illustrate phases through which a community team might evolve during the initial stage of its life after it has been formed and its members trained. These phases begin with the team "getting itself together" and end with it well on the way to presenting new career guidance resources to citizens in its community. Probably no two teams proceed through the exact same phases or in the same manner through the phases they have in common. However, the ten boxes expanding Box 3.1 from Figure 2 represent frequently used activities for most teams.

After participating in their initial training sessions, team members establish interaction patterns for communication and task accomplishment that create an efficient and workable group (Box 3.1.1). As team members concentrate on their immediate tasks, they discuss and, it is hoped, record the philosophy, logic, and general goals of their intended career guidance program (Box 3.1.2). Important elements of any team's statement of its program rationale are (1) detailed descriptions of the characteristics (e.g., population size, average age, ethnic group membership, current career development competencies) of its potential program participants (Box 3.1.3) and (2) evidence of the career development needs of that target group (Box 3.1.4). Needs assessment strategies can range from using available data or summary reports to collecting information directly from a sample of the citizen group.

Solid needs assessment data enable a team to refine its program goals and write measurable objectives, specifying what participants can achieve through their participation in the proposed program. Then, team members can creatively design objective-specific activities for program particpants (Box 3.1.6). A team can use those details to update the action plan it drafted during its initial training workshop (Box 3.1.7).

At this point, a team is ready to implement its action plan, which requires extensive assistance from individuals, agencies, and other organizations in the community (Box 3.1.8). Help available from local, state, and federal legislative provisions was discussed earlier in this monograph. The greatest need is for people who are willing and able to present the actual program activities. This is the time when community volunteers and staff from businesses, industries, labor organizations, educational institutes, government services, and other community sectors are vital to the success of a team's program. Team members usually cannot design, conduct, and evaluate their programs alone.

Preliminary ideas for evaluating the quality and impact of a team's implementation activities are refined at this point (Box 3.1.9). Evaluation instruments and procedures are drafted, pilot tested, revised, and reproduced for administration. Finally, a team selects the site or sites in which it will implement its career guidance activities, starts contacting citizens to see if they wish to participate in the program, and initiates evaluation procedures to ensure that the program is monitored and its effects are assessed (Box 3.1.10). Having performed all the tasks summarized in the above ten boxes, team members should be able to acknowledge that they have achieved the four suboutcomes listed in this first segment of Figure 3.

Box 3.2.1 through 3.2.4: Community staff and volunteer activities. This second segment of the Figure 3 model goes beyond what team members do and focuses on tasks that must be performed by the people who are assigned or volunteer to help a team implement improved career guidance programs. Just as team members received training to equip them to perform their responsibilities, these additional community representatives must be helped to (1) gain the competencies they need in order to present program activities (Box 3.2.1) and (2) increase their commitment and willingness to participate in the program as long as they are needed (Box 3.2.2).

If these two activities are conducted successfully, a team then has a cadre of trained and motivated community representatives, and the potential benefits of the proposed guidance program have spread throughout the community beyond this expanded team. Such ripple effects can be helpful as team members inform the target group of citizens about the new guidance program (Box 3.2.3) and begin to implement the program activities with interested citizens (Box 3.2.4). At the end of the second segment of Figure 3, a team's initial career guidance program is fully in place: the community supports the project, and all resources necessary to operate it are available.

Boxes 3.3.1 and 3.3.2: Candidate activities. The results of the activities in these two boxes (in the third section of Figure 3) determine whether anyone will participate in a community's new guidance program. A team can conduct impressive information dissemination activities, but if those citizens whose career needs are addressed by the program do not receive and attend to the information as well as become interested enough to explore further (Box 3.3.1), they will not seriously consider participating in it (Box 3.3.2). It is hoped that a large group of potential participants, with a strong desire to obtain more information and to consider participating, would contact team members, program staff, and volunteers.

Boxes 3.4.1 through 3.4.4: Participant activities. This final segment of the "intermediate activities" outlined in Figure 3 focuses on citizens making decisions to receive career guidance assistance through the program and getting help either because of steps they take or actions people initiate for them. Citizens begin this set of activities (Box 3.4.1) by requesting and receiving more information and encouragement. Then, they decide to (1) "sign up," (2) pursue other types of community assistance more appropriate to their immediate needs, or (3) do nothing.

Those citizens in the first category receive either or both of two types of assistance from a team's program. Through the direct interventions of team members, staff, and volunteers, they perform appropriate tasks and obtain help to resolve their career needs (Box 3.4.2). Nine examples of such interventions are listed in Figure 3. Through indirect interventions, the program's cadre of "helpers" serves as community advocates for program recipients by initiating institutional changes that will remove obstacles blocking citizens from meeting their career needs (Box 3.4.3). Five such indirect interventions are listed as examples in the Figure 3 model.

If this segment of activities is successful, several suboutcomes are experienced by the program participants (they enjoy their participation and their initial career needs are met), the program providers (they enjoy helping and growing in the program), the program staff (it meets citizens' needs and gradually becomes more efficient while expanding its sphere of influence), and the community (it becomes more enthusiastic and offers more support to the program). These types of suboutcomes contribute to the major intermediate outcomes identified in Boxes 3.5, 3.6, 4.1, and 5.1 of Figure 2. It is on those benefits and the preliminary ones, displayed as intermediate outcomes in that model, that the remainder of this monograph concentrates.

Following a brief description of Figure 3, Chapter 3 outlines some strategies for evaluating the degree to which such outcomes are produced. Chapter 4 illustrates the evaluation of immediate outcomes by (1) presenting data on the extent to which thirty-five community teams made progress and (2) introducing case studies of nine of those local sites.

3. HOW CAN THE RATIONALE, ACTIVITIES, AND IMPACT OF COMMUNITY COLLABORATION BE ASSESSED?

One of the assets of models such as those portrayed in Figures 1, 2, and 3 in Chapter 2 is that they clearly indicate major activities that must be conducted in any human service program. In addition, they list the types of results that those activities are intended to produce at various stages of a program's history.

Simplified linear models such as the above three point out the extensive types and numbers of activities and outcomes that should be monitored and assessed. Also, they accentuate the irrationality of evaluating long-term impacts of a program without first determining if activities and results predicted to be important contributors to later outcomes have in reality taken place first. Yet many human service programs are prematurely judged only on their ability to produce difficult, long-maturing, ultimate outcomes such as those listed in Figure 2.

This chapter emphasizes example strategies for monitoring and evaluating the immediate and a few of the intermediate activities and outcomes achieved by the initial thirty-five community teams with which the National Center consortium worked. The next chapter presents data collected on those initial teams.

A. Assessment Questions for Initial Elements in a Community Team's Development

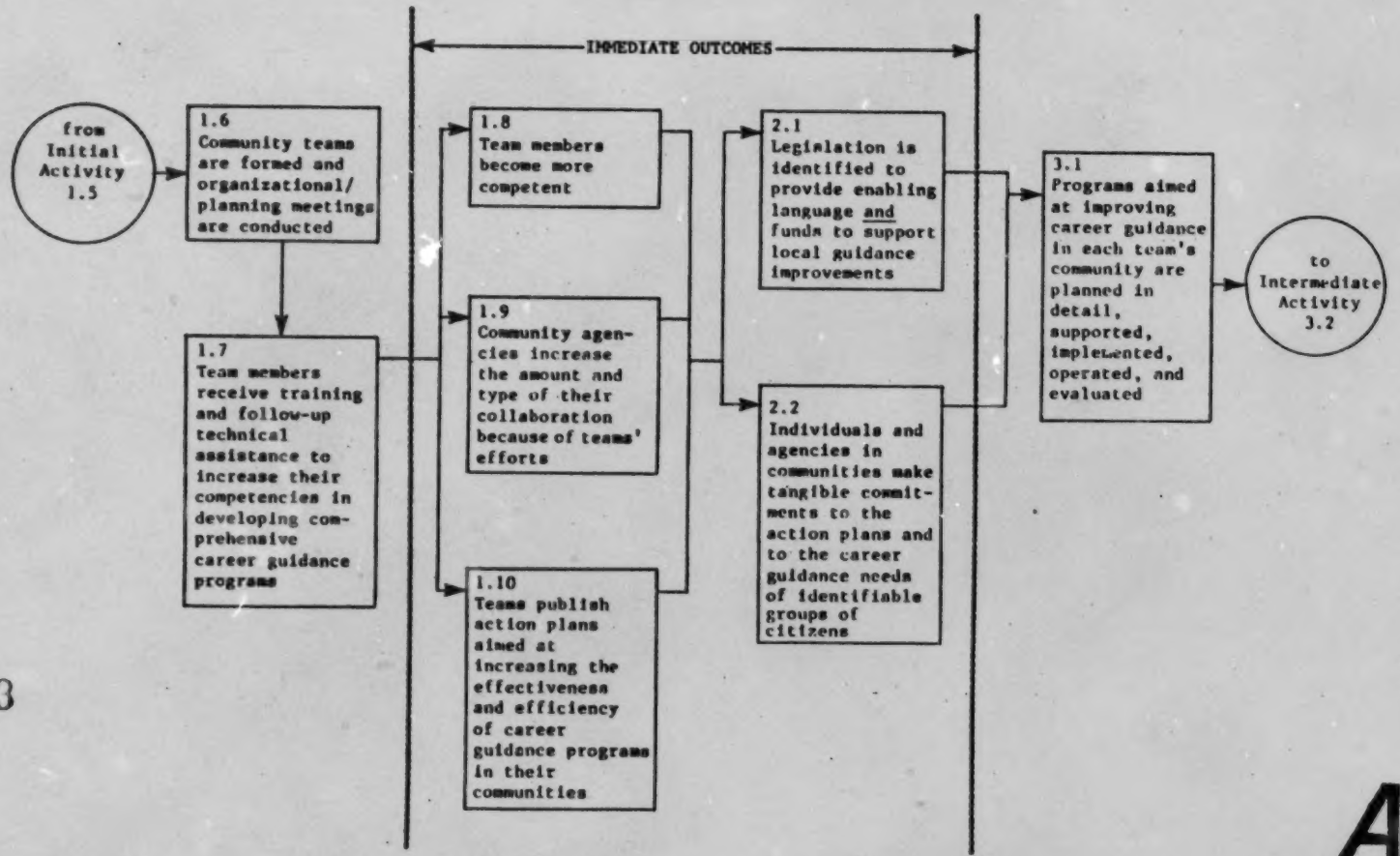
Figure 4 on the next page is a segment of Figure 2. It depicts the elements that should receive monitoring and evaluation attention during a community team's initial phase of existence. Those elements are summarized in eight boxes--two indicate preliminary team activities intended to produce the team's immediate outcomes, five illustrate those outcomes, and the last one displays preliminary activities that could help produce the team's intermediate outcomes.

Even as small a segment of a community team's existence as is portrayed in Figure 4 raises numerous assessment questions. This and the next chapter concentrate on the following five questions:

- Can a community team form and then organize itself sufficiently to conduct training activities for its members?

  Note: An answer to this question will provide a partial response to issues embedded in Box 1.6.

Figure 4
Excerpt of Logic Model Showing Initial Elements of Community Collaboration for Improved Career Guidance


IMMEDIATE OUTCOMES
from Initial Activity 1.5
1.6 Community teams are formed and organizational/ planning meetings are conducted
1.7 Team members receive training and follow-up technical assistance to increase their competencies in developing comprehensive career guidance programs
1.8 Team members become more competent
1.9 Community agencies increase the amount and type of their collaboration because of teams' efforts
1.10 Teams publish action plans aimed at increasing the effectiveness and efficiency of career guidance programs in their communities
2.1 Legislation is identified to provide enabling language and funds to support local guidance improvements
2.2 Individuals and agencies in communities make tangible commitments to the action plans and to the career guidance needs of identifiable groups of citizens
3.1 Programs aimed at improving career guidance in each team's community are planned in detail, supported, implemented, operated, and evaluated
to Intermediate Activity 3.2

- Is training conducted, and if so, how do team members react to it, and do they identify future improvements that should be made in the training procedures and products?

  Note: This question, which relates to part of Box 1.7, is particularly significant in a nationwide, on-going thrust in which other teams will conduct training workshops using the training modules and support materials noted in chapter 2.

- What is the immediate impact of the training a team receives?

  Note: If the question is addressed, issues fundamental to Box 1.8 can be discussed. Most important of all, decisions can be made about the degree to which team members' competencies changed as a result of the training they received.

- How desirable and feasible is a community team's action plan (if one is produced)?

  Note: Related to Box 1.10, this question stresses the importance of evaluating the comprehensiveness, desirability, and feasibility of a team's action plan. Also reviewed here can be a quality of the team's planning process.

- How much progress does a community team make during the first year of its development and is it sufficient to warrant a case study of the team?

  Note: This question raises some of the monitoring and evaluating issues entailed in the remaining Immediate Outcomes identified by Figure 4 (i.e., Boxes 1.9, 2.1, and 2.2.) as well as turns attention to Intermediate Activities introduced by Box 3.1. Information collected in response to this question will help team members, trainers, and other observers to make decisions about: (1) the degree to which a team implements its plan for career guidance improvements in its community; (2) the preliminary effects those changes have on the careers of people who receive the improved guidance program; and (3) the extent to which these improvements and personal effects can be attributed to this team's efforts. In turn, written case studies describing the characteristics and activities of a few teams that make progress and facilitate informed conclusions and recommendations about the nature of community teams that can improve local career guidance programs.

The remainder of this chapter outlines strategies for gathering evidence to answer the preceding above questions. It briefly discusses the type of evaluation design that can provide the best evidence of a local team's early impact in its community.

B. Assessment Strategies and Designs

The following topics repeat each of the preceding above five questions and present at least one example assessment strategy that can be employed for monitoring and/or evaluating purposes. The final topic also discusses alternative designs for impact assessment.

1. *Does a community team get formed and then organize itself sufficiently to schedule training activities for its members? (Box 1.6)*

A simple response to this question can be provided by asking each team member who attends an initial training workshop to complete a Participant Information Summary form before the sessions begin. This biographical form can provide background information to enable observers to (a) determine if a team did become organized enough to make it to the training phase and (b) compare participants on variables related to sex, education, ethnic background, and past work experience. Requests for team members' names and phone numbers can be added if there will be a need to contact participants for future monitoring, evaluation, and research purposes.

2. *Is training conducted and, if so, how do team members react to it and do they identify future improvements that should be made in the training procedures and products? (Box 1.7)*

A Training Process Review Form can provide information pertinent to this question. It can be completed by each team member who receives the training and can provide data on participants' reactions to the content, methods, and materials used in the training sessions.

3. *What is the immediate impact of the training a team receives? (Box 1.8)*

For this question, extensive measures of the impact of the initial training on team members' competencies (knowledge, attitudes, and performance skills) can be made. A simple but highly subjective approach entails asking each team member to complete, prior to the start of training activities, a Competency Survey for Local Implementation Teams (Pretest). This survey can provide baseline data on (a) team members' assessments of their levels of competence related to tasks required for guidance program implementation and (b) their reports of past performance related to those competencies.

Then, if a Competency Survey for Local Implementation Teams (Posttest) can be completed by each team member after the training activities, observers will have data to allow comparisons with team members' pre-test responses. For these two instruments, trainees can rate their competence and past performance levels on each program implementation task. The four-point scales shown in Table 1 on the next page can be employed for each item to which a team member responds. When the data for each item are tabulated, the four points summarized in Table 1 can be assigned numerical scores of 1, 2, 3, and 4, respectively. Average pre- and postratings can be obtained by dividing the total score on each item by the total number of team members who complete both self assessments. Change scores, the difference between the average pre- and postratings can then be calculated.

4. *How desirable and feasible is a community team's action plan (if one is produced)? (Box 1.10)*

Once a team produces a written action plan, that document can be submitted for content analysis to produce information pertinent to this question. To standardize the review and analysis process, a Checklist for Assessing Local Guidance Program Implementation Plans and Teams can be completed by a team's workshop trainer who responds by judging the team's implementation plan to be certain it is comprehensive, desirable, and feasible. Later, each plan can be assessed by an independent reviewer so the reliability of this assessment process can be estimated. For the thirty-five initial community teams this reliability check was performed by a staff member from the National Center consortium. Since the checklist was used for both administrations, interrater reliability results were calculated and are reported in Chapter 4.

5. *How much progress does a community team make during the first year of its development and is it sufficient to warrant a case study of the team? (Boxes 1.9, 3.1, and 2.2)*

This question is so important and requires such a broad range of evidence in order to substantiate team progress that it warrants collecting data from several sources to answer it. The following four are among the possible sources. Their actual implementation with the initial thirty-five teams that worked with the National Center consortium is reviewed in Chapter 4.

First, for the purpose of periodically monitoring a team's activities, a Bimonthly Reporting Form for Local Implementation Teams can be completed by the team captain every other month after the initial training workshop is completed. In this form, the captain can report team activities, number of persons contacted, effects, significant achievements, and problems. These data can enable an analysis and reporting of trends in the implementation of a team's plan.

Second, a Telephone Interview Questionnaire can be completed by an independent interviewer during telephone interviews with selected team members after training has been conducted. This approach can provide data on team

TABLE 1

Competence/Performance Rating Scales

For each statement that follows: (1) assess your present competence and (2) indicate how often you have successfully performed that competency. For each competency statement, circle one letter and one number.

YOUR COMPETENCE	YOUR PERFORMANCE
Assess your present knowledge, attitude, or skill in terms of this competency statement.	Assess your past performance related to each competency.
a. exceptionally competent; my capabilities are developed sufficiently to teach this competency to other people	3 have successfully performed this competency three or more times
b. very competent; possess most of the requirements but can't teach the competency to other people	2 have successfully performed this competency twice
c. minimally competent, have few requirements for this competency	1 have successfully performed this competency once
d. not competent in performing this competency	0 have never successfully performed this competency

members' reactions to training as well as their subsequent activities and influence related to career guidance in their local settings.

Third, evidence collected through on-site observations and all of the preceding approaches can be integrated to determine if a team is progressing well enough on its action plan to warrant documenting its activities and success and disseminating so that this information. A five to ten-page case study can serve this purpose by providing prospective team leaders in other communities with practical illustrations of local team interventions that work as well as frequent obstacles that must be surmounted. A Case Study Nomination Rating Scale eliciting four-point ratings on the twelve following criteria can help determine if a team is worthy of this special attention:

- Multiagency Participation
- Collaboration across Agencies
- Community Leadership
- Impact on Community
- Part of Comprehensive Career Guidance Program
- Use of Needs Assessment Data
- Implementation of Career Guidance Interventions
- Impact on Clients
- Use of Resources
- Willingness to be a Case Study
- Continuation of Efforts
- Contribution of this Project

Appendix B contains nine case studies selected, using the above criteria, from the thirty initial teams in the National Center consortium. Commonalities among these case studies are discussed in Chapter 4.

Fourth, a third-party evaluation auditor can provide a final source of progress monitoring and evaluation information. Such a person can function as an "overseer" by (1) closely monitoring the quality of the evaluation design and procedures a team proposes to employ; (2) helping make those components as objective as possible, (3) conducting "spot checks" of the implementation of the evaluation procedures; (4) inspecting the evaluation data analyses, summaries, and conclusions produced by a team; and (5) writing an independent critique of all of the above components. Appendix A contains the "Evaluation Auditor's Report" written by Dr. John D. Krumboltz as an "independent critique" of the efforts of the National Center consortium and the thirty-five initial teams with which it worked.

The critical need stemming from the fifth question is for information regarding the community and citizen benefits that can be attributed to a team's endeavors. The most systematic and objective way of meeting that need requires (a) identifying a comparable team that does not receive special help such as initial workshop training and follow-up technical assistance; (b) intermittently collecting evaluation data on the progress both teams make over the same time period; and (c) comparing the progress of the two teams.

A recommended way of implementing the above evaluation approach requires a quasi-experimental study employing a control group, time series design.[1] This design can be diagrammed as follows:

Figure 5

Diagram of Quasi-experimental Study

Pilot Team (team receiving special assistance)	O_1	X	O_2 (Immediate Post-workshop)	O_3 (4 Months Post-workshop)	O_4 (8 Months Post-workshop)	O_5 (12 Months Post-workshop)
Alternate Team (team receiving no special assistance)	O_1		O_2	O_3	O_4	O_5

In Figure 5, "X" represents the treatment (e.g., workshop and follow-up consultation from staff and consultants of the National Center consortium), whereas "O" represents an observation (e.g., the administration of a data collection instrument) either before the treatment (O_1), immediately at the end of the initial training workshop (O_2), or fairly regularly over a one-year period (for example) after the workshop (O_3 ,O_4 , and O_5 at four-month intervals). The multiple observations can enable decisions about the stability, over time, of posttreatment effects. The use of an alternate team will enable decisions to be made about whether or not the treatment is really necessary to promote those posttreatment effects. By conducting this type of quasi-experimental design, team members and reviewers can derive clear-cut conclusions about the influence of the treatment. With this design, it is possible to separate those impacts from ones produced by ongoing career guidance activities--ones that existed before the pilot team was formed.

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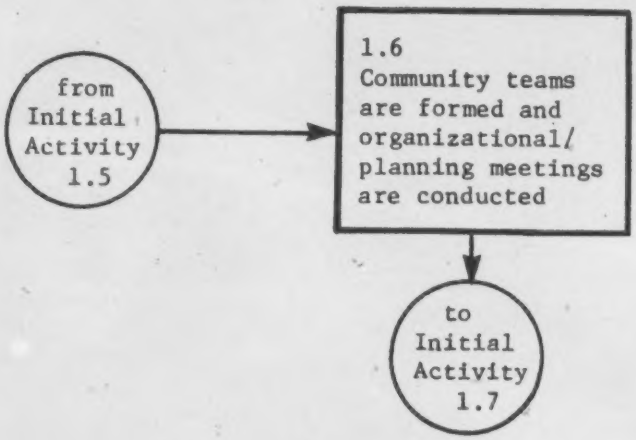
1. D. T. Campbell and J.C. Stanley, "Experimental and Quasi-experimental Designs for Research on Teaching. " Handbook of Research on Teaching, ed. N.L. Gage (Chicago: Rand-McNally, 1963), pp. 171-246.

For various reasons, it is rarely possible to use a randomized pretest-posttest control group design. There may not be enough persons available to construct two teams. This is what happened with the first set of community teams that participated in the National Center consortium. Only thirty-five teams could be identified, and all of them had to be designated as pilot teams. Therefore, data reported in Chapter 5 were gathered using a time series design but without a control group.

Even if alternate teams are available, it may not be possible to collect all the needed data from nonparticipants, who have no incentive to cooperate with the evaluators. Under such circumstances, compromises are necessary. For example, the evaluation design may have to use a nonrandomly selected group of nonparticipants, chosen by their willingness to cooperate. If so, an effort should be made to provide evidence (by comparing the pretest performance of the two teams) that the two groups are not inherently different. Although approximations may be possible and can be considered, it may be difficult to argue that differences between the two teams are due to the training and special assistance they received rather than to other "contaminating" variables. The strength of the inference depends directly on the strength of the evidence provided.

4. HOW IS COMMUNITY COLLABORATION FOR CAREER GUIDANCE WORKING? FINDINGS FROM THIRTY-FIVE LOCAL SITES AND NINE CASE STUDIES

Throughout 1981, each of the assessment strategies identified in Chapter 3 was administered to monitor and evaluate the activities and progress of the first thirty-five teams that cooperated with the the National Center consortium. Data were collected to provide answers to each of the five questions that are also listed in the preceding chapter. Findings pertinent to each question are reviewed below; conclusions and recommendations based on these findings are presented in Chapter 5.


from Initial Activity 1.5
1.6 Community teams are formed and organizational/ planning meetings are conducted
to Initial Activity 1.7

A. Findings for Question #1: *Did the community team form and then organize itself sufficiently to conduct training activities for its members? (Box 1.6)*

Of the thirty-five community teams that agreed to work with the National Center consortium, only two did not progress sufficiently to conduct training sessions. Consequently, no Participant Information Summaries were completed for any team members from these sites. A third team neglected to submit a summary for each of its members, however consortium staff later received completed copies of the other two instruments, Competency Surveys for Local Implementation (Pre- and Posttest) and Training Process Review Forms, for that group. Therefore, these data sources indicate that at least for thirty-two of the original thirty-five teams, Question #1 can be answered affirmatively.

Tables 2 and 3 on the next three pages summarize (1) biographical information describing the 248 members of the team that submitted Participant Information Summaries, and (2) some general trends in member characteristics across the thirty-two teams. For example, the data in

Table 2

Summary of Participant Information for Thirty-two Teams
(N = 248)

Team Member Characteristics	Number of Team Members	Percentage of all Team Members
SEX		
Male	142	57%
Female	106	43%
EDUCATION		
High School Diploma	14	6%
Associate Degree	5	2%
Bachelor's Degree	73	29%
Master's Degree	120	48%
Specialist Degree	16	7%
Doctorate Degree	20	8%
DISABILITIES		
Handicapped	1	0.4%
ETHNIC MEMBERSHIP		
Black, not of Hispanic origin	38	15%
Native American or Alaskan Native	12	5%
White, not of Hispanic origin	187	75%
Asian or Pacific Islander	5	2%
Hispanic	2	1%
Other	4	2%
PAST EXPERIENCE		
No experience as a trainer	59	24%
Attended at least one workshop or staff development but never completed one	49	20%
Conducted at least one workshop	59	24%
Conduct workshops regularly	81	32%
No experience in career guidance	51	20%
Attended at least one course/workshop on career guidance	69	28%
Worked parttime or fulltime on career guidance	72	29%
Worked as director or assistant director of a career guidance program	56	23%
No experience in using or influencing federal and/or state legislation	71	28%
Written at least one letter to a legislator or attended one orientation session on legislation	75	30%
Attended at least one legislative hearing or occasionally interpret legislation for programs	51	21%
Handle legislative concerns as part of a current regular assignment	51	21%

Table 2

Summary of Participant Information for Thirty-two Teams (continued)

Team Member Characteristics	Number of Team Members	Percentage of all Team Members
CURRENT ACTIVITIES		
Not involved in helping improve a career guidance program	45	18%
Participate in activities aimed at improving a guidance program	104	42%
Have primary (leadership) responsibilities for improving a guidance program	99	40%
LOCATIONS OF CURRENT JOBS		
Business and Industry	18	7%
Labor Organizations and Professional Associations	12	5%
Educational Institutions	136	55%
Government Agencies	47	19%
Nonprofit Organizations and Volunteer Networks	23	9%
Homemakers	3	1%
Self-Employed	8	3%
Other Sectors	1	1%
ORGANIZATION OR GROUP REPRESENTED ON THE TEAMS		
Business and Industry	5	2%
Labor Organizations and Professional Associations	6	2%
Educational Institutions	24	10%
Government Agencies	8	3%
Nonprofit Organizations and Volunteer Networks	18	7%
Homemakers	1	1%
Self-Employed	4	2%
Other Sectors	1	1%

Table 3

Summary of Major Characteristics of Thirty-two Teams
(N = 248 Participants)

Number of Teams With:	Number of Team Members	Percentage of all Teams
4 members	1	2%
5 members	7	22%
6-7 members	7	22%
8-9 members	13	41%
10 or more members	4	13%
no female members	0	0%
fewer than 25% female members	2	6%
25-50% female members	24	75%
over 50% female members	6	19%
no members with disabling conditions	31	97%
1 member with disabling conditions	1	3%
no ethnic minority members	13	41%
fewer than 25% ethnic minority members	8	25%
25-50% ethnic minority members	7	22%
over 50% ethnic minority members	4	12%
members with no or limited experience as trainer	29	91%
members with no or limited experience in career guidance	31	97%
members with no or limited experience in using or influencing federal and/or state legislation	32	100%
members who are not currently helping improve a career guidance program	21	66%
members with jobs outside of education, business, and industry	30	94%
members with jobs in business or industry	11	34%
members representing sectors other than education, business, and industry	19	59%
members representing business and industry	5	16%

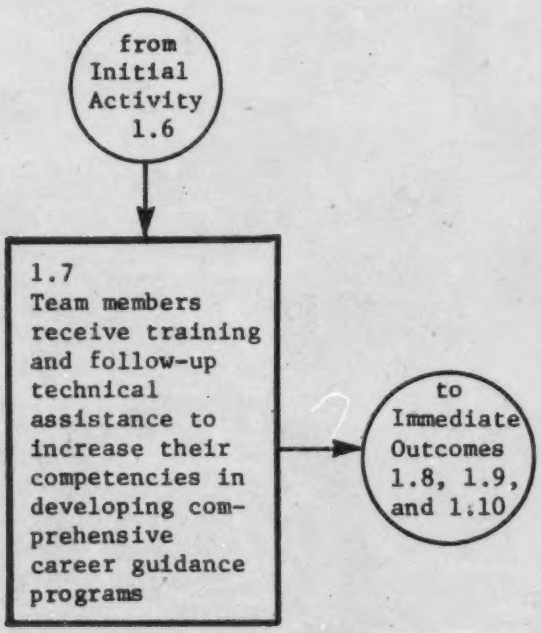
table 2 indicate that the majority of team members:

- were male (57%);
- held master's, specialist, or doctorate degrees (63%);
- had no handicapping conditions (99.6%);
- were white and not of Hispanic origin (75%, whereas the next largest ethnic group was black, not of Hispanic origin--15%);
- had conducted at least one training workshop (24%) or conducted workshops regularly (32%);
- worked part time or full time in the career guidance field (29%) or were directors or assistant directors of a career guidance programs (23%);
- possessed no experience in using or influencing federal and/or state legislation (28%) or had written at least one letter to a legislator or attended at least one orientation session on legislation (30%);
- were currently (at that time) participating in activities aimed at improving a career guidance program (42%) or holding primary responsibilities for such an effort (40%);
- were currently employed by an educational institution (55%); and
- represented no particular organization, agency, or group on their teams (71%).

The data that were compiled into table 3 indicate that the teams had between four and nineteen members, with the majority of them composed of five (22%), six-seven (22%), or eight-nine (41%) members. All teams had at least one female member, and most of them had almost an even balance of males and females. Most teams (97%) had no handicapped members. Less than half (47%) included persons who were ethnic minorities; a quarter of the teams had fewer than 25 percent of their members coming from an ethnic minority group.

Nearly all of the teams had some members who possessed little or no experience in (1) training other people, (2) conducting career guidance; or (3) using or influencing legislation to improve career guidance. About 66 percent of the teams recruited participants who were not currently involved in helping to improve career guidance programs. About a third (34 percent) of the teams had members who held jobs in business and industry. Most of the teams (94 percent) had other community members who were not employed in education, business, or industry. Very few team members reported that they represented an organization or group on their teams. Members who worked for educational institutions usually left this item blank, perhaps indicating

"officially" represented their employers. Only one team had a youth representative.


from Initial Activity 1.6
1.7 Team members receive training and follow-up technical assistance to increase their competencies in developing comprehensive career guidance programs
to Immediate Outcomes 1.8, 1.9, and 1.10

B. Findings for Question #2: *Was training conducted, and if so, how did team members react to it, and can they identify future improvements that should be made in the training procedures and products? (Box 1.7)*

Training Process Review Forms were completed by team members at the end of their training sessions and were submitted for twenty-nine of the thirty-five community teams. Trainees were asked to assess, using four-point scales, specific qualities of the content material used in the workshops, the instructional materials and procedures employed, and the workshop leaders or trainers. More specifically, the scales assessed the following qualities.

- Degree to which workshop content material was

  applicable to team members situations,
  innovative,
  stimulating,
  feasible in terms of time available for training, and
  valuable.

- Degree to which instructional methods and procedures were effective in terms of--

  lectures,
  small group discussions,
  audiovisual media,
  group demonstrations,
  individual hands-on experiences,
  question-and-answer periods, and
  planning procedures.

- Degree to which workshop trainers were--

  well prepared,
  well organized,
  concise and to the point,
  effective with groups,
  enthusiastic, and
  motivating.

Using the same rating procedure, trainees also recorded four general reactions to their training and selected an "overall rating" of their workshops. The four general reactions required participants to indicate the following responses.

- Degree to which they--

  acquired new knowledge,
  were glad they attended,
  believed the training did not require improvements, and
  would recommend the training to someone else.

When the data from those portions of the Training Process Review Form were tabulated, the four points on each rating variable were assigned numerical scores of 1, 2, 3 or 4 respectively, with 1 being most positive. Each team's average scores for each of these five categories were calculated by dividing the category's total score by the number of team members who responded to this questionnaire. The averages for the twenty-nine teams are depicted in Table 4 on the next page.

The findings in Table 4 indicate that the training was usually well received. (An alternate interpretation could be that team members consistently demonstrated a bias toward responding enthusiastically on this questionnaire.) Of the maximum 145 ratings across all twenty-nine teams and the five categories of training reactions, only twenty-one are 2.0 points or more, and none of them are above 2.8. In fact, fourteen of those twenty-one lowest ratings are assigned to three teams (7, 21, and 29). Members of those three teams consistently ranked their training workshops lower than did representatives of any of the other twenty-six teams for which data are available. Three more teams (12, 19, and 23) rated their training slightly more positively, but the overall ratings provided by those teams' members still indicate that the training components could have been improved.

Table 4

Summary of 5 Categories of Training Ratings for Twenty-nine Teams
(N = 201 Participants)

Team	Number of Team Members Responding	Categories of Training Reactions[1]					Average Ratings by Each Team
		Content Material	Instructional Methods and Materials	Workshop Leaders/ Trainers	General Reactions	Overall Rating	
1	11	1.6	1.3	1.1	1.5	1.6	1.4
2	6	1.4	1.3	1.2	1.5	1.5	1.4
3	7	1.6	1.7	1.4	1.6	1.5	1.6
4	6	1.7	1.1	1.2	1.5	1.4	1.4
5	5	1.4	1.4	1.6	1.5	1.6	1.5
6	8	1.5	1.3	1.2	1.4	1.6	1.4
7	4	2.2	1.8	2.6	2.0	2.0	2.1
8	5	1.6	1.5	1.8	1.3	1.2	1.5
9	7	1.5	1.4	1.5	1.5	1.6	1.5
10	19	1.5	1.5	1.2	1.4	1.3	1.4
11	4	1.8	1.6	1.4	1.7	1.8	1.7
12	5	2.0	1.6	1.9	1.7	2.0	1.8
13	3	1.5	1.3	1.1	1.1	1.0	1.2
14	9	1.6	1.2	1.2	1.3	1.2	1.3
15	10	1.3	1.2	1.1	1.3	1.2	1.2
16	6	1.9	1.7	1.0	1.8	1.5	1.5
17	6	1.5	1.3	1.1	1.3	1.7	1.4
18	7	1.6	1.8	1.4	1.8	1.9	1.7
19	4	1.7	1.8	1.5	2.0	2.4	1.9
20	12	1.7	1.4	1.3	1.5	1.5	1.5
21	9	2.2	2.2	2.1	2.2	2.4	2.2
22	7	1.1	1.1	1.0	1.0	1.0	1.0
23	6	2.5	1.5	1.7	1.7	2.0	1.9
24	5	1.7	1.6	1.4	1.3	1.7	1.5
25	6	1.6	1.3	1.3	1.5	1.3	1.4
26	5	2.0	1.4	1.2	1.6	1.4	1.5
27	4	1.8	1.3	1.2	1.4	1.6	1.5
28	6	1.3	1.1	1.2	1.1	1.2	1.2
29	9	2.4	2.4	2.4	2.5	2.8	2.5
Average Ratings for Each Category		1.68	1.49	1.40	1.55	1.60	

1. As is described on page 35, on the four point rating scale that was employed, the highest possible score was 1.

The above data provide a positive response to the first part of Question #2. Two data sources are available to identify improvements that should be made in future training. The average ratings across all teams for the five categories in Table 4 indicate that training materials was the weakest category of variables. This finding was further supported by trainees' responses to some of the three open-ended questions included at the end of the Training Process Review Form. These questions asked participants to identify: (1) improvements for future workshops, (2) the most useful thing they learned in the recent workshops, and (3) the thing that bothered them most. Not all trainees responded to these three items.

A total of 134 suggestions for future workshops was made, and eighty of these entailed reactions to instructional materials. Those reactions ranged from wanting some of the materials revised, more audiovisuals, earlier and more access to materials to requesting new materials and explanations outlining workshop's objectives and leaders' expectations of participants. Some team members stated that these orientation materials and discussion should be presented either before the training sessions begin or as soon as they start. Of the remaining fifty-four suggested improvements, fifty addressed only two other issues. Scheduling the dates of training as well as time within the sessions was stressed in thirty-eight of those recommendations. The remaining twelve requested more involvement from representatives of the private sector (e.g., business and industry in the community) as team members.

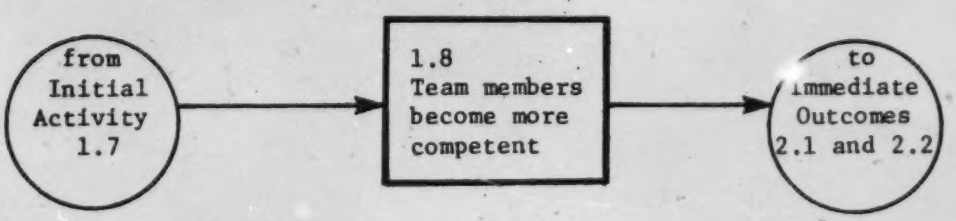
The issue of workshop timing was reinforced in the eighty-seven comments by the team members who noted what factors bothered them most. The most frequently mentioned irritant (twenty-eight comments) was that there was not enough time for the necessary training. What might be seen as a related reaction, indicated in eleven comments, was that too much information and material was presented. However, not everyone agreed that insufficient training time was required of participants. There were five comments that the workshops were too long and seven more indicating that they demanded excessive time and input commitments from team members.

Most of the remaining bothersome factors reiterated some of the suggested improvements noted above--e.g. inadequate information on training purposes was available prior to workshops (three comments), training objectives were not reviewed early in the workshops (five comments), and insufficient involvement was obtained from private industry (four comments). Surprisingly, no one mentioned being irritated with the instructional materials. Apparently they were not as bothersome as is implied by the large number of times they were identified earlier in the suggested improvements.

A few participants felt their workshops were not well organized (six comments). Others (four comments) expressed concern about the important issue of team progress after the training was completed. They indicated they were fearful that there might not be enough commitment, time, and money to enable their teams to implement plans adopted during the workshops

Team members were also asked to identify the "most useful thing" they learned. This final, open-ended item elicited 123 comments. The beneficial factors that recieved more than one comment are as follows, listed in order of the frequency with which they were noted. Each of these factors highlights important features of both the concept of community collaboration for career guidance and the major reasons for training local community teams.

- Learning a process for planning comprehensive career guidance programs (twenty-seven responses)
- Developing better understanding of career guidance and the need for it (eighteen responses)
- Producing an action plan for improving career guidance in the community (eighteen responses)
- Realizing that a diversified group can work together toward a common goal (sixteen responses)
- Enjoying diverse group interactions and understanding community needs and different viewpoints (sixteen responses)
- Having high quality and helpful materials available (nine responses)
- Finding resources available in the community and through other agencies (nine responses)
- Learning a process that goes beyond planning and into program implementation (seven responses)



C. Findings for Question #3: *What is the immediate impact of the training a team receives? (Box 1.8)*

As was discussed in Chapter 3, the two administrations of the Competency Survey for Local Implementation Teams make it possible to determine the short-term impact of training on team members' perceptions of their competencies and past performance. The survey contains forty statements summarizing competencies the National Center consortium believes are

necessary for team members to plan, support, implement, operate, and evaluate community-based career guidance programs successfully as well as to train other community representatives to assist in making such improvements. As is shown in Table 1 earlier in the monograph, Survey respondents assessed their current capability and the quality of their past performance of each of those forty competencies.

Team members from thirty-one of the initial thirty-five community teams completed these self-assessments before and after their training workshops. Table 5 on the next page displays, for each of those teams, the number of participants who completed the pretest and the posttest, and the change scores in members' perceptions of their competence and performance. Negative change scores or no score changes were expected if a team's training produced a negative effect or did not impact its members either way. However, if a team's training was successful and team members believed it influenced their competencies and gave them opportunities to perform those competencies successfully, positive change scores were anticipated.

The thirty-one competence change scores in Table 5 range from a low of -0.22 to a high of +0.90. Only three change scores were negative. The fact that the remaining teams' changes were in the expected direction demonstrates that at least on the competence variable a fairly clear-cut answer is provided to Question #3. Team members invariably perceived their career guidance competencies, as sampled by the forty survey items, as increasing over the training period.

However, the results on the past performance variable are more debatable. Whereas change scores in a positive direction were also expected in this area, almost the reverse happened. Only eight of the thirty-one performance change scores were positive. They ranged from +0.02 to +0.46. The twenty-three negative changes were spread between -0.01 and -0.95. One explanation of this unexpected result is that as many team members perceived they were increasing their competencies through training, they also started more realistically to appraise their past experiences that related to those competencies. Perhaps they even decided that they had not been quite as successful in the past as they originally thought they had. If indeed this was the case, the results of the performance variable can be interpreted as being desirable, therefore, providing an additional answer to Question #3. However, other explanations are equally plausible. Perhaps many participants believed their training confounded their actual performance of those competencies. It is also possible that trainees found this section of the survey confusing and misinterpretations resulted.

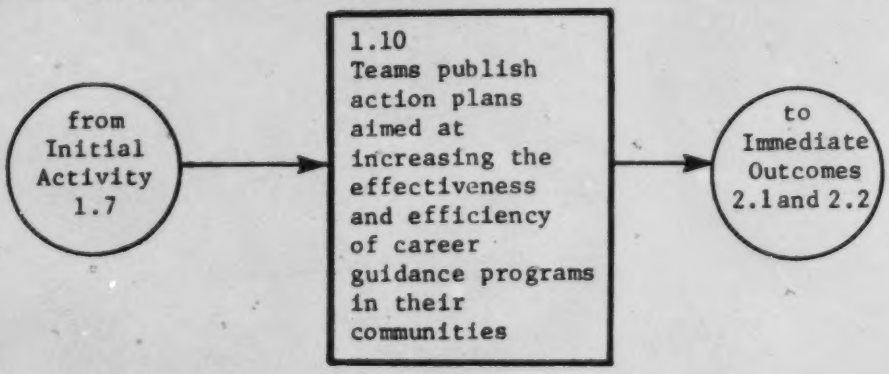

from Initial Activity 1.7
1.10 Teams publish action plans aimed at increasing the effectiveness and efficiency of career guidance programs in their communities
to Immediate Outcomes 2.1 and 2.2

Table 5

Summary of Participant Scores on
Self-Assessed Competence and Performance for 31 Teams
(N = 243 Pre-Training and 217 Post-Training Participants)

Teams	Number of Team Members Responding[1]	Current Competence of Team Members			Past Performance of Team Members		
		Pre-Training Averages	Post-Training Averages	Average Changes	Pre-Training Averages	Post-Training Averages	Average Changes
1	5	2.88	1.98	+0.90	0.89	1.84	-0.95
2	4(7)	2.12	2.20	-0.08	1.81	1.35	+0.46
3	5	2.11	2.04	+0.07	2.06	2.04	+0.02
4	9(7)	2.22	1.90	+0.32	1.69	1.57	+0.12
5	7	2.35	2.06	+0.29	1.21	1.64	-0.43
6	9(4)	2.24	1.49	+0.75	1.77	2.58	-0.81
7	8(9)	2.72	2.28	+0.44	1.16	1.50	-0.34
8	4	2.06	1.89	+0.17	1.73	1.79	-0.06
9	8(5)	2.74	2.13	+0.61	0.97	1.36	-0.39
10	7	3.01	2.91	+0.10	1.11	1.00	+0.11
11	5(6)	2.55	2.14	+0.41	1.38	1.28	+0.10
12	9(8)	2.15	1.76	+0.39	1.51	1.93	-0.42
13	4	2.31	1.96	+0.35	1.48	1.84	-0.36
14	5	2.37	2.14	+0.23	1.42	1.56	-0.14
15	8	2.91	2.11	+0.80	0.95	1.20	-0.25
16	5	2.46	1.68	+0.78	1.52	1.68	-0.16
17	5(4)	2.04	2.26	-0.22	1.37	1.38	-0.01
18	13(14)	2.24	2.00	+0.24	1.52	1.81	-0.29
19	5	2.52	1.70	+0.82	1.29	1.80	-0.51
20	9(6)	2.53	1.77	+0.76	1.27	1.80	-0.53
21	7	2.74	2.26	+0.48	1.20	1.75	-0.55
22	5(4)	2.10	1.54	+0.56	1.40	1.71	-0.31
23	7(6)	2.72	2.54	+0.18	0.99	1.46	-0.47
24	10(7)	2.98	2.08	+0.90	0.78	1.68	-0.90
25	10(9)	2.42	2.17	+0.25	1.21	1.15	+0.06
26	9	2.18	2.23	-0.05	1.61	1.51	+0.10
27	8(7)	2.27	1.86	+0.41	1.59	1.87	-0.28
28	7(5)	2.11	1.90	+0.21	1.65	1.50	+0.15
29	19(11)	2.05	1.60	+0.45	1.59	2.03	-0.44
30	19	2.86	2.72	+0.14	0.78	1.09	-0.31
31	8	2.15	1.69	+0.46	1.74	2.09	-0.35

[1] Numbers in parentheses indicate Post-Test respondents, in cases where a different number of team members responded to the two administrations.

D. Findings for Question #4: *How desirable and feasible is a community team's action plan (if one is produced)? (Box 1.10)*

Each team was supposed to produce a tentative action or implementation plan by the end of its initial training workshop. An example format was provided to each team so that its members could outline how they expected to improve the career guidance program in their community. The plan and its team's commitment to implementing it were the two most important desired outcomes for the training workshop. It was predicted that teams with no or weak action plans would probably not make career guidance improvement in their communities after their training workshops.

As soon as a team completed what it believed was an acceptable action plan, its trainer was expected to judge that document's merits and to rate the team and the planning activities it had performed to date. The Checklist for Assessing Local Guidance Program Implementation Plans and Teams is designed to help each trainer organize that review process and to standardize rating activities performed by different trainers. It contains thirty-eight criteria, sixteen of which focus on a team's proposed guidance program (e.g., its goals, client needs, client objectives). The remaining twenty-two criteria concentrate on the team's planning activities (e.g., equitable distribution of task assignments across team members, signs of efficient team use of available resources, degree to which the team's proposed evaluation indicates how decisions will be possible based on data that will be collected), and qualities of the team itself (e.g., the current status of its morale, cohesiveness, leadership). Each criterion was rated on a point scale covering these options:

- Evidence required by this criterion was not covered
- Evidence required was included but was weak
- Evidence required was included and was strong

For the tabulation of data from the checklists, the above options were assigned 0, 1, and 2 score points respectively.

After assigning ratings on the thirty-eight criterion statements, each trainer reviewed the full set and estimated "the potential this local team and its plan have for improving the career development of the intended target group(s)." Using four-point rating scales, each trainer finished the checklist by estimating the following:

- Percent of this team's plan that seemed desirable given current needs and conditions (0-25% desirable = 1 point; 25-50% = 2 points; 51-75% = 3 points, 76-100% = 4 points)
- Percent of this team's plan that seemed feasible in terms of being able to produce improvements given current and anticipated resources (0-25% feasible = 1 point; 26-50% = 2 points; 51-75% = 3 points, 76-100% = 4 points)

- Probability that this team would produce the impact it seeks in the lives of its target group (0-.25 probability of impact = 1 point; .26-50 = 2 points; .51-.75 = 3 points; .76-1.0 = 4 points)

Three of the initial group of thirty-five community teams never published action plans. One of the remaining thirty-two teams produced multiple plans--one developed by each team member--and the trainer completed a checklist for each plan. Because of this rather unique approach, results from this team were not incorporated in the scoring and data analysis for Question #4. Trainers of twenty-three of the other thirty-one teams submitted ratings of their teams' plans and planning activities. Table 6 on the next page summarizes criterion scores and general ratings (of plan desirability, feasibility and team impact potential) provided by those trainers.

Findings reported in Table 6 indicate that these twenty-three trainers tended to be very positive about (1) career guidance program improvements planned by the teams they trained; (2) planning activities and team interactions that occurred during their workshops; (3) the desirability and feasibility of the plans produced; and (4) the impact potential of those teams. The latter variable received the last support of all of these, but scores on it were quite high. If the eighty percent level is a reasonable standard for results reported in the first three columns of scores in Table 6, only five of each column's twenty-three scores fell below that level. Two trainers rated their teams below that cutoff on each of the three sets of criteria. The predominance of highly positive ratings in those columns is illustrated by their average scores--27.39, 37.82, and 64.61 out of maximum scores of 32, 44, and 76 respectively.

Using the same eighty percent standard, it appears that the trainers were equally positive toward teams' plans, activities, and qualities. That trend is reinforced by the scores twenty-one of those twenty-three trainers (two trainers failed to complete the last set of three ratings) assigned when they rated their teams' plans. All twenty-one trainers rated their teams' plans as at least 51-75 percent desirable. In fact, thirteen of those twenty-one selected the 76-100 percent desirability level. However, their positivism dipped slightly on the two remaining variables. One trainer assessed a team plan as only 26-50 percent feasible, twelve trainers chose the 51-75 percent level for the feasibility of their teams' plans, and the other eight trainers rated theirs at the 76-100 percent level. This more cautious trend continued when the twenty-one trainers estimated their teams' impact potential. One trainer predicted only a .26-.50 probability that her team would produce the impact "it seeks in the lives of its target group(s)." The majority of these trainers (fifteen of the twenty-one) estimated their teams' impact possibilities at the .51-.75 level whereas the remaining five trainers assigned the highest probability scores' to their teams.

The disconcerting aspect of the above findings relevant to Question #4 is the fact that an independent reviewer was unable to support the positivism expressed by the twenty-three trainers' ratings. A staff member

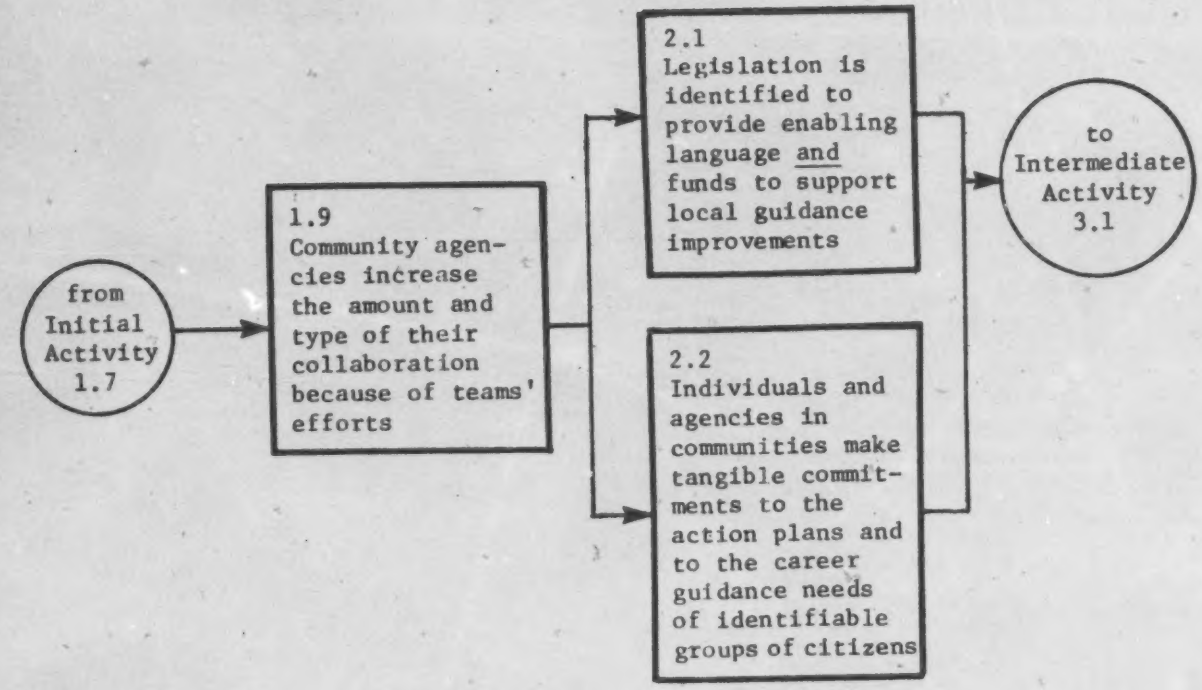
Table 6

Summary of Trainer Ratings of Twenty-three Implementation Plans and Teams

Teams	Scores on Proposed Guidance Program (16 criteria - maximum of 32 points)	Scores on Team's Activities and Qualities (22 criteria - maximum of 44 points	Total Scores (all 38 criteria - maximum of 76 points)	Desirability of Plan (maximum of 4 points)	Feasibility of Plan (maximum of 4 points)	Probability of Team Impact (maximum of 4 points)
1	28	42	70	4	4	4
2	28	34	62	4	3	3
3	22	31	53	4	3	3
4	21	37	58	3	2	4
5	19	29	48	-	-	-
6	28	40	68	4	4	3
7	26	32	58	4	4	3
8	26	35	61	4	3	3
9	21	37	58	3	3	3
10	31	42	73	4	4	3
11	25	38	63	4	3	3
12	30	35	65	3	3	3
13	32	43	75	4	4	4
14	32	44	76	4	4	3
15	31	39	70	-	-	-
16	28	37	65	4	3	3
17	27	34	61	3	3	3
18	31	37	68	3	3	3
19	27	38	65	3	3	3
20	27	37	64	3	3	3
21	30	37	67	3	3	2
22	30	41	71	4	4	4
23	30	37	67	4	4	4
Average Scores	27.39	37.22	64.61	3.62	3.33	3.19
Range of Scores	19-32	29-44	48-76	3-4	2-4	2-4

from the National Center consortium conducted a reliability check of some of the ratings contributing to data in Table 6. This reviewer scored all thirty-one team plans, but only on those checklist criteria that could be easily assessed through a careful reading of each document. Unlike the trainers, this staff member had no knowledge of the team members and was not able to observe team interactions as the trainers did during their workshops.

A correlation of .34 resulted from this reliability check. It is tempting to suggest that this low coefficient results from weaknesses in the criterion statements and scales employed in the checklist. Indeed, improvements in the whole process of rating teams and their plans resulted from this reliability check. It seems, however, much more appropriate to conclude that at least the twenty-three trainers tended to rate their teams' plans much higher than the independent reviewer did. It is not difficult to understand that after their heavy investment in the training workshops, trainers might have had a tendency to experience a halo effect when they reviewed their teams' activities, products, and qualities. Whatever the explanation, the best response to Question #4 is that twenty-three of the available (and scorable) thirty-one implementation plans were rated as highly desirable and feasible by the trainers who worked with the teams that generated those plans. However, an independent assessment was much less optimistic and identified many weak areas in those plans.


from Initial Activity 1.7
1.9 Community agencies increase the amount and type of their collaboration because of teams' efforts
2.1 Legislation is identified to provide enabling language and funds to support local guidance improvements
2.2 Individuals and agencies in communities make tangible commitments to the action plans and to the career guidance needs of identifiable groups of citizens
to Intermediate Activity 3.1

E. Findings for Question #5: *How much progress did each community team make during the first year of its development and is it sufficient to warrant a case study of the team? (Boxes 1.9, 2.1, and 2.2).*

In Chapter 3, four example sources of data were outlined for assessing team progress after the initial training workshops. All four were tried with the initial thirty-five community teams, and three of them were implemented successfully. The monitoring system using the Bimonthly Reporting Form for the Local Implementation Teams turned out to be an effective tool for the teams that used it. However, forms were submitted for less than twenty percent of the scheduled opportunities for all teams. Therefore, no data collected by this procedure are reported here, and a strong recommendation is made for increasing incentives that will encourage team captains to use the form more consistently in future.

The evaluation auditor, Dr. John D. Krumboltz, proved to be an asset, particularly to the efforts of the National Center consortium staff. He provided thoughtful reactions during production of the evaluation design, methods, and instruments. He also assisted in planning the design of this monograph. The results of his "overseer" role are presented in the "Evaluation Auditor's Report," which is presented in Appendix A.

Findings produced by the other two successful strategies for assessing team progress are reviewed in the remainder of this chapter. The Telephone Interview Questionnaire was employed to determine the perceptions that two different team members had of team progress at three-month intervals (June, September, and December 1981). Interview data provided one source of information employed to select teams worthy of being reviewed as case studies. These data indicate that a few teams did make extensive progress during their first year. Their records constitute a positive response to Question #5 and led to the nine case studies that are displayed in Appendix B. However, the limited progress made by the majority of the teams suggest that for the full set of thirty-five teams a less enthusiastic response to Question #5 is appropriate.

During each of the three rounds of telephone interviews, two randomly selected team members were asked the following major questions. Their responses were later scored as indicators of team progress. Subquestions were added under each of these major items to ensure that respondents considered every possible type of team impact:

- Since your training workshop, have you personally experienced any improvements or participated in improving programs in your local community setting that you believe are direct results of your team's activities? These could include personal knowledge increases, attitude changes, plans for future activities or improvements.

- If you cannot identify any improvements, for what reasons have the team's activities not produced any positive effects in your community setting?

- During that same time period, did the team produce results that were <u>not positive</u>?

Each time a team member named a specific result (positive or negative) produced by a team, the interviewer probed for a specific "critical incident" as evidence of that result. This required team members to provide verifiable details on who was involved in the incident, when and where it occurred, what actually happened, and the kind of effects that were produced. This documentation was requested to avoid letting team members contribute general perceptions and guesses about team's impact.

Each interview was terminated once the team member responded to these two questions requesting a more general reaction to team progress:

- Since your training workshop, to what degree has your team been able to follow the plan(s) you made for this time period? (Response options were that the team had implemented at least 75% of what was planned, 50-74%, 25-49%, less than 25%, or had made no plans for this time period.)

- What do you think is the current probability that your team will produce the improvements outlined in its plan? (Response options were that there is 0-.25 probability that the team will produce the impact it wanted, .26-.50, .51-75, or .76-1.0)

After the interview, each interviewer was asked to indicate, on the basis of what he or she had just heard, an "impact score" for the interviewee's team. The interviewer responded to the following question:

- Has this team produced the impact it anticipated by this date? (Response options were that the team has produced 0-25% of the anticipated impact, 26-50%, 51-75%, or 76-100%.)

In the tabulation of this data collected by the telephone interviews, a score point was assigned to each positive indicator of team progress and subtracted for each negative indicator. For example, valuable results of team impact were scored as follows:

- No valuable results - 0 points
- Positive impact but no incidents reported - 1 point
- Postive impact with one positive incident - 2 points
- Positive impact with two positive incidents - 3 points
- Positive impact with three or more positive incidents - 4 points

The same type of scale, but using negative points, was employed when effects were reported as having resulted from a team's efforts. In this way, a team's impact on (1) its members, (2) organizations in its community, (3) the community itself, and (4) the team's target group(s) was scored separately. In addition, each option on the four-point scales for the team members' final two questions (degree of team plan implementation and probability of future improvements resulting from the team's activities) and the interviewer's "impact score" were assigned 1-4 scores from least to most positive options, respectively.

Scores based on the two team members' responses were tabulated using the procedures just outlined and were averaged for each of the three rounds of telephone interviews. In this way, each team received an impact score for each round and a total score for all rounds in which data were collected. The results for thirty-three teams are reported in Table 7 on the next page. As was reported earlier in this chapter, the other two of the initial thirty-five teams did not even progress into the preliminary training phase. Therefore, no follow-up telephone interviews were conducted with their team members.

Table 7

Summary of Three Rounds of Team Progress Scores
(N = 33)

Teams	Average Scores for Two Team Members on Each Round			Total Team Progress Scores
	Round 1	Round 2	Round 3	
1	20.5	19	0	39.5
2	22	10.5	24	56.5
3	16	15	9	40
4	26.5	26.5	26	79
5	20	17	9	46
6	14	24	23	61
7	16.5	16.5	22	55
8	20.5	15.5	4	40
9	6.5	11.5	12	30
10	16	11	3	30
11	13	7	10	30
12	17	13	20.5	50.5
13	13	14.5	22	49.5
14	16.5	21.5	28.5	66.5
15	19	16	16.5	51.5
16	16.5	14.5	16.5	47.5
17	21	10.5	0	31.5
18	15.5	8	15.5	39
19	19	13.5	22.5	55
20	7	14.5	0	21.5
21	12.5	13	24.5	50
22	14	11	25	50
23	8	8	6.5	22.5
24	0	19.5	25.5	45
25	14.5	14	21	49.5
26	19.5	13.5	12	45
27	11.5	11.5	24.5	47.5
28	8	21	18.5	47.5
29	11.5	10.5	10	32
30	9	19.5	5	33.5
31	20	29.5	16.5	66
32	13	7	1.5	21.5
33	11	23.5	22.5	57
Average Scores	14.8	15.2	15.1	45
Range of Scores	0-26.5	7-29.5	0-28.5	21.5-79

Table 7 indicates that three teams (Teams 1, 17, and 20) terminated their activities between rounds two and three of interviewing. Their team captains requested that no more interviews be conducted. Because these teams did not remain active throughout 1981, they were not considered as possible case study sites. The scores for Team 1 were promising, but since the team decided it had achieved its objectives, further effort after the summer of 1981 was deemed unnecessary. The scores for the other two teams were either declining (Team 17) or relatively low even though increasing (Team 20), compared to those attained by other teams. Team 24 also was not considered for further case study even though its available scores were high. Since this team was slow in starting, no round one data were collected, thus eliminating it from further consideration.

For the remaining twenty-nine teams, the findings in Table 7 indicate that ten teams had total average scores well below the mean of forty-five points. The progress for most of these teams seemed to decline heavily between rounds two and three of the phone calls. Of the nineteen teams that scored at or above forty points, ten of them fell within five points of that average. The point range for the remaining nine teams was 51.5 to 79. These seem to be the only teams that support an enthusiastically affirmative response to Question #5. Case studies were conducted on 6 of those nine--the ones that had total average scores of 55, 55, 61, 66, 66.5, and 79. The teams with scores of 51.5, 56.5 and 57 were replaced by three that scored much lower (33.5, 39, and 45) on the strength of other data and the need to reflect in the full set of case studies a broad range of urban, suburban, and rural communities with geographic spread across the United States.

Before a discussion of some of the common characteristics of the nine teams selected for case studies, a few comments should be made about other information collected through the Telephone Interview Questionnaires. Fewer than five incidents of a career guidance team having a negative impact in its community were reported by the 190 team members who were interviewed. On the other hand, reported incidents of positive effects were so numerous that they could be grouped into the following categories.

- Impact on team members:

  Changed their attitudes toward career guidance

  Developed new knowledge of available community resources

  Gained new visibility and credibility in the community because of their membership on the team

  Were asked to join or make a presentation to another group

  Helped a group meet a career guidance need

  Provided training to the staff or representatives of a community organization

- Impact on community agencies and organizations:

  Used the National Center consortium's training modules

  Shared resources (money, staff, facilities) with another organization

  Changed its written goals, plans, or priorities

  Developed a new product

- Impact on citizens:

  Received through local media information about a career guidance program

  Talked and worked together for the first time

  Showed greater awareness of community career guidance needs

  Demonstrated more positive attitudes toward career guidance

  Participated in career guidance activities

  Made constructive changes in their careers/lives

One of the open-ended questions posed during the telephone interviews asked team members who believed their teams had not produced any positive effects to identify reasons for the lack of progress. The following list summarizes the forty-six reasons that were reported.

- Inadequate original training of teams, ineffective team planning, and weak action plans (14 responses)
- Attrition of team members or captains (8 responses)
- Insufficient time--team got behind schedule or ran out of time (6 responses)
- Inadequate funding--budget cuts necessitated revision of the team's action plan; not enough funds to implement planned activities (6 responses)
- Lack of community response--team could not get businesses and citizens involved, parents were apathetic, team-presented workshops were not well attended (6 responses)
- Poor communication--problems among team members and with community groups (3 responses)

- Team-specific concerns--captain had not attended the original training sessions, administration would not give permission for proposed guidance activities, some community agencies were too self-protective to commit themselves to collaboration (3 responses).

When the above fourteen responses regarding ineffective team training and planning are combined with eighty-two suggestions telephone interviewees made concerning how their teams' planning could have been more productive, a clear mandate is provided for future improvements in this vital component. The most frequently made suggestion was that the initial training of community teams should (1) more clearly define and illustrate the concept of community collaboration for career guidance; (2) focus on well-defined goals; (3) be better structured; and (4) be less theoretical. Better advance notice of training should be given, all team members should be required to receive training, teams must include members who are experienced program managers, trainers should be selected more carefully, and their roles should be clearly defined. The expectations of team members should be considered early in training and planning activities should be adjusted accordingly. Training for management and implementation, not just planning, of guidance programs should be provided. The debate over the desirable length of training continued--interviewees were about evenly divided on whether the training was too long or too brief.

Similarly, respondents were divded on whether more or less attention should be given to team planning in the future. However, agreement was attained on specific planning improvements such as (1) more effective assessment of community needs before setting team and program goals; (2) improved goal setting (more specific, measurable, and realistic goals); (3) increased involvement of relevant community agencies in the planning process; (4) additional attention to team implementation, follow-up, funding, and community commitment concerns; and (5) better assistance coordination and structure from staff of the National Center consortium after the initial team planning activities.

The need for better structure and technical assistance from the National Center consortium was reiterated in the final comments interviewees volunteered. The majority (forty-five out of sixty-three) of the general comments indicated positive reactions to (1) the concept of community collaboration; (2) team training purposes, materials, and procedures; (3) team impact in communities; and (4) the value of the whole experience to team members. Some interviewees also noted that their teams needed more time and financial support to increase their effectiveness. Cutbacks in agency funds and ambiguous or unrealistic team goals were once again identified as key obstacles to team progress.

The above recommendations and general comments hint at some of the significant characteristics of the nine teams that were selected for case studies. As previously mentioned, National Center consortium staff members combined the information from several sources to select those nine sites. The data summarized in Table 6 from the three rounds of follow-up interviews

were one source. Findings from all other data collection methods reviewed in this chapter constituted additional sources. Staff members also incorporated observations they made during repeated telephone and mail contacts with all thirty-five teams and site visits to the communities in which all of the more active teams were located. All of the above information was combined when consortium staff members and the U.S. Department of Education Project Officer assessed all candidate sites and selected the final nine by employing the Case Study Nomination Rating Scale discussed in Chapter 3. The nine teams for which case studies are displayed in Appendix B are as follows:

Northeast
- Career Guidance Team (Foxborough, Massachusetts)
- GAP: Guidance Action Planning Committee (Upper St. Clair, Pennsylvania)

Southeast
- Enterprise Career Guidance Team (Enterprise, Alabama)
- Guidance Team Training Project (Greensboro, North Carolina)

Midwest
- Champaign County Career Guidance Team (Champaign-Urbana, Illinois)
- OSUH Career Development Project (Columbus, Ohio)

Northwest
- Nampa Community Guidance Team (Nampa, Idaho)
- Career Guidance Team (Missoula, Montana)

Far West
- Kona Career Resource Team (Kona, Hawaii)

The case studies suggest that at least for these nine teams the following variables were not significant contributors to team progress and impact.

- Geographic location (productive teams were located in diverse regions of the United States)
- Target citizen group (guidance program clients ranged from refugees to high school seniors to hospital employees)
- Type of program intervention (some teams started with indirect interventions such as those illustrated in Figure 3 whereas others began with direct interventions)

The following are factors that contritubed to the success of these nine teams.

- Strong team captain (person who was extremely committed to concept of community collaboration and/or the citizens to be served; went beyond the call of duty; had the ability to work/coordinate with other team members; was seen as credible by teammates and others in community.

- Extensive collaboration (joint planning and implementation of team goals and activities, three or more organizations worked toward common needs)

- Skilled trainer (person who was effective at motivating and skill building, gave concrete examples, let team evolve its own goals and strategies yet guided that process, was well organized as evidenced by sending correct forms to consortium staff and having agenda)

- Committed team (members--at least some--who were as enthusiastic as their captain; volunteered own time, communicated with each other regularly; had diverse skills and/or contacts, e.g., worked for television station, were familiar with public relations and grantsmanship, knew all the business persons in town)

- Logical action plan (a written plan resulted from a joint decision-making effort, had goals that were personally motivating to the team, and were tied to community's obvious needs)

- Available resources tapped (team tried to utlize a variety of resources including outside funding as well as in-kind support; even if money was not immediately obtained, the application process seemed to strengthen the team and organize its thinking)

- Effective publicity (team's activities were visible in the community; newspaper stories and photos were produced; accomplishments were noted in newsletters, announced at meetings, etc.)

- Well-designed evaluation (even if informal, the team was willing to look at each step, critically decide what did and did not work, and then make alterations in the team's plan)

- Desirable incentives and payoff (captain's personal and/or professional needs were met as were team members' goals and needs)

- Receptive political climate (community was looking for ways to maximize limited resources; special interest groups had highly visible needs)

Factors such as the following that inhibited team progress and impact can also be identified in the case studies.

- Inadequate training/weak trainer (training sessions that were too general or too "grand"; trainers who were disorganized and/or tried to push team toward trainer's goals)

- Uncommitted team (teams that did not meet regularly, assumed all would be done sooner or later, did not produce and submit requested products)

- Overactive team captain (leader who did not delegate responsibilities or communicate regularly with team members)

- Cutbacks in agency funds (team members who lost their jobs; agencies that had to withdraw their support of the team plan)

All of the above factors are critically important for the concept of community collaboration for career guidance. Because of their significance, many of them are discussed further in Chapter 5. Those are the ones that are fundamental to the conclusions and recommendations listed in that final section of this monograph.

5. WHAT CAN BE THE FUTURE FOR COMMUNITY COLLABORATION FOR CAREER GUIDANCE?

The preceding chapters introduced and extended the concept of community collaboration for improving career guidance programs. They summarized the purposes of collaboration, outlined the legislative stimulus that fostered this approach, and described its logic in graphic and narrative forms. One chapter also suggested strategies and designs for monitoring and evaluating the plans, activities, and impact of teams that attempt to promote collaboration within their communities. The preceding chapter reviewed findings obtained by administering some of those strategies to thirty-five teams that recently illustrated how this concept can be operationalized. This final chapter sets out major conclusions derived from those findings and directs attention to recommendations that can promote more successful applications of this concept in the future.

A. Conclusions

Findings reported in Chapter 4 and Appendix B indicate that community collaboration aimed at providing improved career planning and development assistance to citizens has progressed in selected communities and can work in others if critical factors that contribute to successful collaboration receive careful attention. Those findings suggest affirmative answers to each of the first three questions around which that chapter is organized. The fourth question, regarding the desirability and feasibility of teams' action plans, requires a more cautious response since the quality of team planning and plans varied widely, and an independent reviewer concluded that most of the plans were inadequate. Even more hesitancy is required before the fifth question, regarding team progress and impact after initial training workshops, can be answered positively. Too many teams terminated their efforts or attained minimal impact over the year during which their progress was assessed by staff from the National Center consortium.

In spite of the few reservations noted above, this concept of community collaboration is a promising one at this stage of its development. The relationships between collaboration activities and outcomes (immediate, intermediate, and ultimate) depicted in Figures 1, 2, and 3 in Chapter 2 deserve continued study and support. The following variables, which are discussed in detail in Chapter 4, must receive close attention during future applications of this concept:

- Leadership, composition, orientation, training, and dedication of community teams that are formed to implement collaborative efforts
- Relevancy of the goals teams set for their communities
- Desirability and feasibility of the action plans developed by teams

- Efficiency and sensitivity with which teams obtain volunteer assistance and actually implement components of their plans

- Receptivity of the political and economic climate in which collaboration activities and benefits occur

The concept of community collaboration for improving career guidance is worthy of taking root and expanding in many more communities across this country. In this time of shrinking material resources, it is necessary to make greater use of the available material resources and to utilize--to a much larger extent--the human resources that are still in abundance. One way to do both is to pull together as communities to identify and fulfill the career needs of citizens of those communities. More opportunities, not fewer, must be offered to citizens. Time and resources must be reclaimed to implement activities that will meet the needs of persons providing guidance assistance and citizens receiving it.

Findings collected from the thirty-five initial communities that tried this concept indicate that the task of community collaboration requires a joint effort of national, state, and community leaders, career guidance personnel (including many who never thought of themselves as "guidance personnel") and the citizens of those communities. In the remainder of this chapter, recommendations are offered for the future responsibilities of these key groups:

- Elected officials and other public policymakers (members of Congress, state legislators, and other government officials and policymakers)

- Potential guidance personnel (volunteer and paid personnel who, on their own or through the agencies they represent, can provide one or more of the components of a comprehensive, community-based career guidance program to one or more citizens; this group can include persons from business, industry, labor groups, government agencies, religious organizations, clubs, networks, and associations)

- Potential citizen groups (people who would like assistance in setting or reaching their career goals--exploring career options, making career decisions, seeking and securing jobs, progressing in their careers; these citizens can include children, youth, adults, employers and employees, students, homemakers, minority group members, or any other individuals who could benefit from a career guidance program)

B. Recommendations to Elected Officials and Other Policy Policymakers

1. *Help citizens identify available federal and state legislative provisions for career guidance.* Potential career guidance personnel and client groups need assistance to identify existing legislation as well as regulations and funding sources that could be used to

establish collaborative career guidance programs. As noted in Chapter 2, such legislation can not only provide financial incentives but also provide enabling language that defines and supports the concept of community collaboration.

2. *Call public attention to successful examples of communities that are developing collaborative programs.* Useful models need to be documented and disseminated. Those examples should extend well beyond the early developmental stages illustrated by the nine case studies in Appendix B.

3. *Provide incentives (e.g., loan guarantees, low interest loans, tax credits) for agencies and organizations that collaborate, delineate separate responsibilities, and share resources.* More effective strategies need to be explored for gaining and monitoring agency commitment to this concept. Businesses and industries were involved only to a limited extent in the thirty-five initial community teams for which data are reported in Chapter 4. Economic incentives constitute one strategy for encouraging increased agency involvement.

4. *Require ongoing documentation of community needs and feasible written plans prior to supporting new guidance programs.* The desirability of action plans developed by some of the initial thirty-five community teams was criticized even by some of the team members who helped develop those plans. The validity of the needs assessment information purportedly used to set program priorities for those plans was also suspect. Community needs must be well documented and team plans must clearly address high priority concerns in feasible ways.

5. *Begin a series of evaluation studies, with appropriate controls, on the effects of collaborative career guidance programs.* Figure 2 in Chapter 2 delineates the types of local and national immediate, intermediate, and ultimate outcomes that can result from successful implementation of this concept. The final section of Chapter 2 recommends an evaluation approach incorporating a quasi-experimental study employing a time-series design. However, the evaluation reported in Chapter 4 shows the inability of the project to implement this type of study and thus focused only on very preliminary, immediate outcomes. Future evaluations must exceed those limits. It is essential that measures of the impact of collaboration on community agencies and on the careers and lives of citizens be designed and implemented.

C. Recommendations to Potential Guidance Personnel

1. *Ask for assistance in implementing your intended collaborative career guidance effort.* The concept of collaboration is not new;

many individuals, agencies, and councils are working on pooling and maximizing resources. Study the process described in this monograph. Talk to individuals in government agencies, businesses, and volunteer organizations that have tried to collaborate on other efforts. Contact the National Center (800-848-4815) or any of the sites described in the nine case studies in Appendix B for information on how you can implement a collaborative career guidance program.

2. *Organize a community career guidance team.* Include on the team persons experienced in career guidance program planning and management as well as individuals skilled in planning and managing other human service programs. Look for team members who have demonstrated willingness and ability to make projects work. Get a mix of individuals from different community agencies and interest groups.

3. *Design the team's training carefully.* Study the three logic models (displayed in Chapter 2), data analyses (Chapter 4), and the case studies (Appendix B) presented in this monograph. Determine the competencies and training needs of team members and the best manner in which to build upon those competencies and meet high-priority needs. Provide top quality training materials for self-study. Schedule any formal training sessions well in advance of when they will be held so that all members can attend. Ensure that training sessions are well structured. Include a picture, design, or logic model of what a collaborative community career guidance program could look like, along with very specific examples of what other teams have done. Consider spreading training sessions over a period of a few weeks to allow time for members to absorb and try out what is presented.

4. *Assess the needs of citizens to be served by your proposed guidance program.* Find out, through a public hearing, written questionnaire, in-person interviews, or other recommended assessment strategy, the citizen group most in need of assistance and exactly what the needs of that group are. In addition to collecting vital information, you will gain visiblity through the process of assessing needs and that will lend credibility to the team's efforts and build a sense of program ownership on the part of the community.

5. *Set realistic, clear, measurable goals and objectives.* Reach an agreement with team members about exactly what they intend to accomplish in a given period of time. Be as specific as possible so that the team and those observing the team's efforts will be able to tell when the goals and objectives are met. Make certain that the goals are closely tied to the needs of the citizen group to be served.

6. *Develop a written action plan.* Require the team to write down a plan that contains its planned goals, objectives, activities, persons responsible, resources, evaluation strategies, budget, and timeline. Even if the plan must be modified later, having the ideas in writing gives every team member a common point of reference. Based on data reported in Chapter 4, the National Center has developed an improved example format and instructions for action plans.

7. *Identify resources available for your proposed program.* Make an assessment of every resource that can be used in the career guidance program. Include material resources (e.g., rooms, equipment, printed materials, media, supplies) as well as human resources (paid and voluntary) that can be employed. Give credit for any that are used, no matter how minor. If outside funding is needed for implementing activities, begin making contacts with funding sources early, and develop a series of prospectuses or proposals to submit to them.

8. *Successfully implement at least one planned activity.* Begin with an activity that can be carried out easily and effectively. If successful, the experience will encourage the team to continue, and the resulting publicity should increase the community's acceptance and backing of your efforts.

9. *Implement additional planned activities.* Continue to implement the next program activities, again ensuring that they are successful. Give credit to all who participate.

10. *Evaluate the team's progress.* Throughout your team's efforts, and particularly after key implementation events, assess how well the program is meeting its goals. Work with the National Center consortium staff to assess your program's impact on citizens' careers and lives as well as on community agencies that collaborate in it. Use the results to modify your team's action plan and direction.

D. Recommendations to Potential Citizen Groups

1. *Select what you need or want related to your career.* Decide if you need assistance with activities such as exploring the various occupations and work settings that exist, setting career goals, making a career decision, obtaining vocational training, searching for and acquiring a full- or part-time job, advancing in your job or occupation, or changing career direction. If you are not sure what you need, it can be helpful to meet with someone trained to help you assess your needs.

2. *Identify which career-related resources are available in your community and which ones are not.* For example, find out what agencies offer resources such as career guidance workshops and seminars, individual and group career counseling, computerized career guidance activities, printed career materials, career media packages, vocational training courses, internship programs, or job placement services. Note which resources are unavailable or inadequate.

3. *Take advantage of those career resources that exist.* Depending on your need, contact local schools and training programs, the local office of your state employment service, and career resource centers on campuses or in the public library. Drop in or make an appointment with a staff member who works there, and tell him or her what you need.

4. *If a resource you need does not exist in your community, join with others who are seeking the same service and make your needs known.* Since large numbers of requests are usually convincing, develop alliances with others who need the same resource, and approach individuals or groups who might be able to offer it.

5. *Volunteer to serve on a team or advisory group interest in improving the community's career guidance programs.* Ask to be a member of a career guidance team if one exists, or start a group in your community. (See the above recommendations for potential guidance personnel.)

6. *Share the positive results with others.* If you benefit from a service, pass the word along to others. In doing so, you will have acted in a manner consistent with the major purpose of this project.

APPENDIX A

EVALUATION AUDITOR'S REPORT

Evaluation Auditor's Report

John D. Krumboltz

Stanford University

My purpose as evaluation auditor has been (1) to consult with the consortium staff responsible for the evaluation in order to improve the liklihood that the evaluation design and procedures will produce the kind of information that will be objective and useful, (2) to conduct "spot checks" of the evaluation procedures to verify results, and (3) to review the final evaluation report in order to ascertain whether the analyses, summaries, and conclusions are warranted.

Spot Check of the Training Evaluation

Each team member was supposed to obtain training in a five-day workshop. Their trainers were persons who had themselves been trained under the auspices of the Guidance Team Training Program. The training at the individual sites for each team was evaluated by the Training Process Review Form. The Form was administered at the end of training in order to collect opinions about the adequacy of the training. My interest was in determining how closely responses made on the Form agreed with evaluations made by the same people when interviewed by me several months later.

To establish the degree of congruence, I first identified fifteen training sites at random by using a table of random numbers. With the assistance of project staff I obtained a list of team members at each site. Within each site I then picked one member at random to contact by telephone. Fifteen different team members were thus sampled.

The Training Process Review Form contained 26 items. I chose only three of these questions for the follow-up interview: (1) How valuable was the content material of the training? (2) How well organized was the workshop leader? and (3) What was the overall rating of this workshop? Each of these three questions was to be answered on a 4-point scale: A,B,C or D. For purposes of statistical analysis, I assigned a value of 8 to an A, 6 to a B, 4 to a C, and 2 to a D. On the telephone some respondents would not be pinned down to a specific value and indicated, for example, "B+", or "halfway between an A and a B." In those cases I used the intermediate whole number to represent their judgment.

To what extent were the ratings of the three questions correlated among themselves? The intercorrelations among the three questions on the written Form were quite low as shown in Table 1, ranging from .05 to .36. The intercorrelations among the three questions asked during the telephone follow-up interview were considerably higher, ranging from .43 to .87. One

possible explanation for this discrepancy might be that with the training fresh in mind subjects were able to make clear discriminations between quality of the content and the degree of organization of the leader, for example. However, with the passage of time a more global impression of the entire workshop was formed, and these fine discriminations might have been forgotten.

The critical question, however, concerns the stability of these judgments over time. The stability coefficient on the value of the content was .57, for leader organization it was .61, and for the overall judgment it was only .14. (These latter correlations were based on an N of only 12 because of missing data and the reluctance of some subjects to give quantitative responses.) With small Ns, correlation coefficients can be quite unstable. In general, the correlations between the post administration and the follow-up telephone interview are positive and strong. The low correlation of .14 between the overall rating at the two times is puzzling. However, with only 12 pairs of data points, even one case of marked discrepancy can have a powerful influence. In this case, one subject gave the top rating to the workshop on the Training Process Review Form immediately after the workshop but several months later on the telephone told me that he would evaluate the workshop in the bottom category. (My telephone interviews were "blind" in that I had no access to members' written responses until after the telephone interview had been completed.)

It is interesting to note that in general the means of the follow-up are consistently lower than the means of the post-measure. Several hypotheses can be suggested to account for this discrepancy. The telephone interview follow-up may somehow have given subtle messages that members were to be more critical. Members might have felt more comfortable talking freely to a stranger on the telephone about their evaluation of the workshop than letting the trainer who collected the ratings know how they really felt. Another possible hypothesis is that the effects of the training were not as beneficial as members had hoped immediately following training. The resulting disillusionment was then reflected in their later evaluation of the training. There is no way to say which form of collecting ratings is more accurate.

The only negative correlations are between judgments of the content and judgments of the leaders' degree of organization. The members apparently were able to make a sharp distinction between these two variables. The consistently positive character of the other correlations would indicate that the written evaluation did produce results consistent with the telephone follow-up and would lend support to the validity of the written evaluation collected on the Training Process Review Form.

Spot Check of Competency Self-Ratings

Subjects were asked to self-rate themselves on forty competencies before training and again immediately post-training on the Competency Survey for Local Implementation Teams. Four of these competencies were selected for

the follow-up spot check. The four competencies selected were as follows: #3, Identify the possible training needs of individuals you will be assisting; #9, Develop a local guidance program implementation plan that includes goals, objectives, activities, responsibilities, resources, and other features; #16, Utilize legislation; and #39, Judge the program's quality and impact. In the telephone follow-up only these four items were presented to subjects. The Competency Survey for Local Implementation Teams presented these four items interspersed among 36 others.

The intercorrelations among these four items in the post-administration were relatively high with a median correlation of .69. The intercorrelations among the same items in the follow-up was a bit lower with the median being .37. A likely explanation for the higher intercorrelations on the written post-administration is that subjects tended to answer many of the items in an identical fashion. With forty items to rate, some subjects, instead of drawing circles around the letter for each item, drew one long ellipse around all the response letters, giving the same response to all items. It is possible that some subjects did not even read the competency statements. In their effort to respond quickly they may have taken the easy way out and answered all items identically. During the telephone follow-up, such short cuts were impossible. I asked each respondent to self-rate on each item and only presented the four items listed here. The lower intercorrelations in the follow-up probably indicate a more thoughtful attention to the differential abilities represented.

The critical question is whether the specific competencies assessed during the post-administration correlated with the identical competencies administered by means of telephone interview. The underlined correlation coefficients in Table 2 indicate the degree of correspondence. These correlations were -.15, -.07, .12, and .03, respectively, for the four items. In essence, the correlations centered around zero. The self-ratings of competencies collected immedately after training were unrelated to the self-rated competencies obtained by telephone interview. Why this total lack of correspondence? Again there is no way to be sure but several hypotheses leap to mind:

1. Subjects may have responded to the written post-administration carelessly without giving thoughtful attention to each separate item.

2. Subjects interviewed by telephone may have responded in a way to enhance their own self-importance by distorting their estimates of their own competencies upward. Some support for this hypothesis can be gleaned from an examination of the means. The follow-up means for each item are considerably higher for every single item.

3. As a result of experiences gained between the post-administration and the telephone follow-up, levels of competency may have changed drastically but inconsistently for different subjects. In such a case there would be no way of predicting degree of competence from one time to the next.

We have no way to test the validity of any of these hypotheses in a conclusive way. Inspection of the written Survey revealed that some subjects did in fact answer in a shortcut fashion. The carelessness hypothesis is a reasonable candidate in part. Perhaps if self-ratings of competencies are to be used in the future, a fewer number of competencies need to be assessed in order to make the task more manageable and less likely to be treated in a careless fashion. The higher means on the follow-up lends credence to the second hypothesis, though it is also possible that competencies improved during the interim between the two administrations. A uniform improvement on all competencies would not have produced these near zero correlations, however. Differential growth in the four competencies over time seems to be the least likely explanation though it would be the most attractive one to believe. The data in Chapter 4 shows that there was an average increase in self-competency ratings for most teams averaged over all items from the pretest to posttest. Specific results for each item were not presented. It is possible that this same upward trend could have continued until the follow-up, to different degrees for different competencies. Thus the low intercorrelations may be due to differential growth, not due to a lack of reliability.

In any event, considerable doubt must be cast upon the validity of the competency self-ratings as a meaningful measure based on this spot check.

Spot Check on Use of Training Modules

As part of the preparation for the training workshops, training modules were prepared. In the follow-up interview by telephone I asked each participant whether these modules had been used in their training. Fourteen of the fifteen could distinctly remember having used one or more of these training modules in the training.

Reactions to the modules varied widely. Comments included the following:

- "Useful resources."
- "An informative tool if modified for personal use."
- "An overwhelming amount of paper. Too much. A waste."
- "Favorably impressed."
- "Tried to find one that was useful but none fit exactly."
- "Too much. Overwhelming."
- "They suggested ideas but ideas that required too much work on the part of the classroom teachers."
- "They were there for reference if we needed them. I used one once. It was good."

- "They were OK if you knew nothing."
- "They were self-paced, I liked them, we could use them. I am still using them."
- "Total confusion, ambigious, too much."
- "They were well done, well organized, contained good examples, and were a good resource but too many of them."

Spot Check on the Implementation of the Action Plans

The staff of the consortium conducted a series of interviews by telephone with members of the implementation teams. I also conducted telephone interviews with ten members, five of whom had been interviewed by the regular consortium staff and five who were from the same team but had not been interviewed by the consortium staff. I then correlated the results for each site regardless of whether the same person had been interviewed at that site and asked the same question which had been asked by the regular consortium staff: "Since your training workshop, to what degree has your team been able to follow the plan you made for this time period?" The consortium staff asked for a response in one of five categorties: implemented at least 75% of what was planned, implemented 50%-74% of what was planned, implemented 25%-49% of what was planned, implemented less than 25% of planned, or made no plans for this period. I simply asked for a percentage. Since these percentage estimates were obviously "ballpark figures" which could not be based upon any real calculations, one would expect a rather low degree of consistency, especially since they came from different people. The actual correlation was .52 based on eight subjects for whom complete data were available. I consider this to be a high degree of reliability for a measure that is inherently subjective and unstable. My spot check of the consortium's telephone interviews would tend to lend credibility to the results of that procedure.

Subjective Evaluation

The Guidance Team Training Program is obviously well-intentioned. There are large numbers of citizens with career development problems who could benefit from some sound information, some sensitive counseling, and some good advice. In order to provide this information, counseling, and advice, someone has to organize the service, finance it, and deliver it to the people who need it. The Guidance Team Training Program was an effort to organize people to take some constructive steps toward improving the quality of the career guidance being offered in their own communities. The flow chart in Figure 2 of Chapter 3 describes the logic of this program. A chain of logical connections has been postulated, the end product being citizens with satisfactory career choices. The current project made no effort to ascertain whether the ultimate beneficiaries actually benefitted. The

effort in this project was to find out whether certain steps along the chain produced the desired intermediate effects. It appears obvious that some very positive effects were achieved. In my spot check interviews with ten members from ten different sites, nine of the ten answered with an unqualified "yes" to my question as to whether they had personally observed some improvements in career guidance as a result of their team's effort, and the tenth member gave a qualified "yes" to that question. Such subjective judgments, however, are suspect since each member had been exerting effort and could hardly be expected to evaluate his or her own effort as useless. Furthermore, the improvements involved process variables, e.g., better communication among members on the team, better publicity for career guidance efforts, but no one described any ultimate outcomes, e.g., a better career choice for some local citizen.

Questions can also be raised about the effectiveness of the training. Was it necessary to train the trainers who went out to each implementation site? Could the same results ahve been obtained more easily in some other way? For example, instead of paying for the training of the trainers, could better results have been obtained by giving the money to each team leader to underwrite expenses for the implementation team?

Chapter 3 contains a discussion of the possible designs that might have been used to evaluate this training program. An experimental design could have been used to compare teams which received training with teams that did not receive training. The extent to which the training itself contributed to the team's effectiveness could then have been assessed. No such design was employed in this study for various administrative reasons. Consequently it is impossible to attribute the success or lack of success of various implementation sites to the training that their trainers received. Similarly we do not know how effective the training modules were in achieving the program's objectives. Testimony from implementation sites would indicate that only a small minority of the modules were actually used. The most frequent comment was that too much material was provided.

Was the Guidance Team Training Program a good idea? Clearly, some good things have happened as a result of the program. Would they have happened if there had been no program? There is no way to know for sure. The existence of the program stimulated some people to get together a team and apply for help. Did the training and help provided make any difference to these teams? We have no way of answering that question. This project was not designed to evaluate the effectiveness of training or training materials. Was the project cost effective? Could the same results or even better results have been obtained by spending the money in a different way? There is no way to answer this question since the money was spent in only one way. How much benefit has been derived by the ordinary citizen who wants help with career decision problems? No attempt was made to answer this question.

The evaluation report itself appears to be a good summary of the effects and defects in the Guidance Team Training Program. A number of benefits

were described, but many more good things might have happened. Alternative procedures were not explored in this study. The evaluation report suggests a number of ways in which improvements can be made in the future.

Suggestions for Future Research

If further work is done in attempting to improve career guidance services available to the citizens of this country, alternative models for organizating guidance services should be compared with the guidance team training method described here. Alternative activities might include, for example, strengthening community college counseling services, developing computer information services, strengthening the Employment Service counseling, or providing free vocational guidance information materials to libraries and schools.

Evaluation of these alternative approaches should be assessed by their impact upon the ultimate beneficiary in addition to the intermediate service providers. It is difficult to track the effectiveness of any innovation through many layers of persons. It is reasonably clear that guidance team training had some positive impact upon the members of the implementation teams. Whether they affected recipients of career guidance services remains unknown, but ought not to remain unknown in future studies.

Experimental studies should be designed to assess the impact of training and training materials. If one is going to go to all the trouble to prepare materials, train trainers, and evaluate outcomes, it takes very little additional effort to evaluate the outcomes with teams who were unable to be included in the experimental group. If the results of such a study show that the training itself had little or no impact, then future efforts could dispense with the training, and financial resources could be employed in more effective ways.

Career adjustment contributes heavily to human happiness. The purposes of this study are indeed noble, and efforts need to be continued to improve the quality of career guidance in this country.

APPENDIX B

CASE STUDIES OF NINE COMMUNITY TEAMS

Northeast

Career Guidance Team

Foxborough, Massachusetts

By

Fred L. Williams

Abstract of Project

The community of Foxborough, like other communities across the country, was faced with drastic cuts in public tax support of its schools. "Proposition 2 1/2," passed in November 1980, stipulates that local property taxes cannot exceed 2.5 percent of the fair market value of the property. This move had a devastating effect on the local schools, particularly on the guidance services available to students. Personnel was cut, and some schools were even closed.

The goal of the Career Guidance Team has been to maintain the quality of career guidance services at the level they were prior to the passage of Proposition 2 1/2. The team conducted an extensive survey of parents, local business representatives, and educators to identify which guidance services to retain and to solicit support for these services. The Team then developed a program of staff development and training, infusion of group guidance concepts into the curriculum, and sharing of resources among local human service agencies.

Community Profile

Foxborough is a suburban community located in the southern part of Massachusetts. The population of the town is approximately 14,000. The primary industry is the Foxborough Company, an international, high-technology company that employs approximately 3,500 people in its Foxborough plants. The citizens of Foxborough represent a cross section of white- and blue-collar workers, and the median income is about $11,500. The major areas of local employment are in the professional, technical, clerical, and machine trade occupations. Other employers include small businesses, such as clothing, variety and food stores, department store chains, and local schools.

The Planning Team

The Career Guidance Team is composed of five individuals who represent Allstate Insurance Company, Foxborough Public Schools, and the Foxborough Council for Human Services. The team was started by the guidance coordinator for Foxborough schools, who eventually served as the team captain. He became aware of the national project through correspondence he received

from the regional office of the Massachusetts Department of Education. When the captain began selecting team members, he actively sought people who were committed to improving career guidance services and who were willing to spend time on the project beyond their normal working hours.

Once the team was organized, a trainer from the New Hampshire Department of Education provided the team with a five-day training and planning workshop. A series of five workshop sessions was held, one per week for three weeks and a final session of two concurrent days during the fourth week. During the initial sessions, the trainer presented the various resources that were available through the national project, such as competency-based modules, technical assistance, and resource materials. The process for developing an action plan was also introduced. The last sessions were used to determine the goals and activities for the team. Group discussion was translated into an action plan, which became the major focus of the team.

For most of the team members, the training and planning workshop was a frustrating period. They soon realized that they could not possibly provide all of the services that were needed. The members decided that instead of attempting to expand guidance services, it would be more appropriate and practical to sustain services already in existence. The challenge become clear: how to provide career guidance services with declining staff and resources.

Selecting Target Population

The Career Guidance Team members used a matrix procedure to help them identify the population to serve during the project. Down one side of the matrix, they listed all career guidance services that had been offered by the schools prior to Proposition 2 1/2 and marked those that were cut. Across the top of the matrix, they wrote the groups or populations that required these career guidance services. By doing a frequency count within the matrix, they determined that the client groups or populations most in need of help were students, teachers, parents, and counselors.

Developing an Action Plan

The Career Guidance Team's plan of action evolved in two phases. During the five-day training workshop, the members developed a draft plan that laid the basis for more concrete planning later. During this "planning to plan" phase, the team developed several goals:

1. To develop a process for writing a "reorganization plan"
2. To obtain support for planning activities
3. To collect needs assessment data to use in writing a reorganization plan

4. To develop the reorganization plan

5. To oversee the implementation of the plan

Once the goals of the reorganization plan were achieved, the team members decided that they were ready to develop implementation strategies. An analysis of the needs assessment survey described later revealed which guidance service areas were most important to respondents. Taking the most important guidance service area first, the team members cooperatively developed a plan for maintaining each service. Included was a set of implementation steps they would follow to ensure that a specific guidance service was continued in spite of Proposition 2 1/2. Once a section of the plan was completed, the team met as a group to critique it. It was then revised to reflect any suggested changes.

Assessing Needs

The team had a good idea as to which guidance services had been most often used in the past, but it seemed important to survey the opinions of several groups to help the team decide which services to retain. A formal needs assessment survey form was developed and administered during faculty and parent-teacher organization meetings. The same form was given to representatives from local businesses and postsecondary education institutions.

The questionnaire asked completers to rank nine guidance service areas in terms of importance. These included group guidance, counseling, teacher consultation, resource coordination, providing educational and occupational information, placement, parent consultation, evaluation and planning, and academic record keeping. Survey completers were also asked to provide suggestions and support for continuing those career guidance services they felt were important.

Survey results indicated that counseling was the most important guidance service provided by the schools. Group guidance and parent consultation ranked second and third, respectively.

Identifying and Acquiring Resources

The action plan developed by the Career Guidance Team placed major emphasis on the use of human and material resources. Thought was given to writing proposals to acquire assistance from the Massachusetts Department of Education, nearby colleges, and other sources. However, the team dropped this idea due to prior unsuccessful attempts to get funding from external sources. Team members felt the reason for their lack of success in acquiring financial resources was that the socioeconomic and racial composition of the community generally does not meet the criteria for securing assistance.

The team decided to use existing school personnel (teachers, paraprofessionals, administrators) to assume guidance-related functions. This plan

will not be put into effect until the turmoil created by Proposition 2 1/2 has subsided and school operations return to stable conditions. As a part of its preparation for this step, the team has developed a staff development plan to increase the knowledge and skills of existing school personnel who will conduct many of the guidance-oriented activities previously done by counselors.

Material in-kind resources have been utilized by the group. Through cooperation with school administrators, team members have used school facilities for meetings and equipment for printing and copying their needs assessment instrument.

Implementing Project Activities

Largely due to the negative impact of Proposition 2 1/2 on the morale of educators, the team has taken a low-key approach to the implementation of their plan. Energies thus far have been concentrated on preserving the concept of comprehensive guidance. Since a number of school personnel were terminated because of Proposition 2 1/2, the team wants to prevent a conflict between those staff persons who were terminated and the team members who are attempting to maintain quality services in spite of those terminations. Consequently, team members are encouraging staff members who are beginning to provide the needed services, but no formal training has yet taken place. When the timing appears to be right, they will hold workshops for teachers and other staff to explore ways of delivering to the nine guidance service areas.

In terms of publicity, the Career Guidance Team has also maintained a relatively low profile in the community. With the exception of the needs assessment survey, the team's activities have not been publicized. Members are split in their opinions as to whether the effects of the limited publicity have been positive or negative. Some team members stated that since their activities were not publicized, they may have been hampered in their efforts to muster support in the community. On the other hand, some team members report that due to the controversial nature of Proposition 2 1/2 and its related effects, it is best to maintain a low profile.

Evaluating the Project

During the development of the action plan, the Career Guidance Team members decided to assess the effectiveness of each implementation activity. For example, evaluations of the staff development workshops for teachers will be conducted. A summative evaluation will be conducted to determine if a significant change in the behavior of school personnel has taken place during the year.

Two specific questions will be addressed:

- Have an increased number of staff members become involved in activities that traditionally were duties assumed by counselors?
- Has a formal commitment been received from principals to restore guidance counselor positions in the schools?

Taking the Next Steps

Future plans include the conducting of staff development workshops and structured consultations with educators and parents regarding the reinstatement of the guidance program. As mentioned earlier, the timing of these activities will depend on the receptivity of personnel.

Although the Career Guidance Team will officially disband at the end of the 1981-82 school year, the members plan to establish an ongoing guidance committee. The guidance committee will be composed of educators, parents, and business and community representatives and will take the team's place as advocate for maintaining a high-quality career guidance program in the Foxborough schools.

Team members concur that they have established invaluable contacts and relationships because of their involvement with the project and that they will continue to work together informally.

For more information on this site, contact:

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GAP: Guidance Action Planning Committee

Upper St. Clair, Pennsylvania

By

Karen Kimmel Boyle

Abstract of Project

The team of Upper St. Clair has chosen to meet the needs of school-age youth in their commun y. By conducting an all-day public hearing, team members learned that youth were not receiving all the career help they needed. A large part of this "gap" was due to poor communication between the schools and the community at large and between youth and adults in general. The team decided to improve career guidance by improving some of the communication patterns that were taking place in Upper St. Clair. Through a series of training sessions and peer support groups, the Guidance Action Planning Committee (GAP) has begun to reach its goal.

Community Profile

Upper St. Clair is an affluent suburban community within the greater Pittsburgh, Pennsylvania area. The majority of its workers hold professional and managerial positions. Upper St. Clair is a relatively new community (designated as a First Class Township in 1954) that covers ten square miles and has a population of 19,600. It is strictly a bedroom community with no real business section of its own.

Prior to GAP, the community looked to its public school system as the primary community agency responsible for preparing youth for their transition to adulthood. The district has a career education coordinator and a number of career education activities in place.

During the mid-1970s, the South Hills Interfaith Ministry (SHIM), an association of over thirty religious congregations, held a series of seminars to make the community better aware of the needs of its youth. For several years, SHIM met with school representatives to provide an informal network to examine how various agencies could assist in the growth of the community's youth. This network, although effective, remained informal until some of its members formed what was to become GAP.

The Planning Team

Mostly due to the initiative of one individual, who later became the team captain, representatives from ten community organizations met to plan a project for the community. The groups represented were: Allegheny Conference on Community Development, Allegheny Intermediate Eduational Unit,

Chartiers Mental Health/Mental Retardation Center, Outreach South (a community-based professional counseling program), St. Louise de'Marillac Church, South Hills Child Guidance Center, South Hills Interfaith Ministry, Upper St. Clair School District, Westminster Presbyterian Church, and the Youth Advocacy Program. These agencies all served youth and represented countywide resources. Each member of the group was seen not only as an advocate of career guidance but also as a potential change agent.

Team members received training in three segments. The first segment was a two-day session. During the first day, they received an orientation to the project and available resource materials. A community hearing was held on the second day. Individuals representing different aspects of the community were interviewed by team members to gain their opinions on the needs of the community. The second segment was another two-day session. The team met without the trainer to digest the information that he had provided, to analyze the needs that were identified during the hearing, and to develop their action plan. Training concluded with a one-day session in which the trainer and team reviewed the plan and made some final adjustments.

Throughout the first year of the project, team members have been satisfied with the amount and quality of communication among themselves. They have worked well together and made a point of reporting progress to personnel within their separate organizations. They did encounter an important problem, however, which is described later.

Selecting Target Population

All school-age youth in the community were selected as the target population to be served by GAP. This population was selected for two reasons: (1) the individuals on the team each had a personal and professional commitment to youth and (2) the team captain, as district coordinator for career education, was in a good position to provide resources and linkages for the team's efforts.

Assessing Needs

The team members conducted a needs assessment during the training period. They held a public hearing and invited citizens from the community to attend. The three major purposes of the hearing were (1) to identify the positive and negative forces in the community related to the development of youth, (2) to identify the segments of the youth population most in need of assistance, and (3) to list some possible alternatives and/or additions to the youth services available in the community.

The hearing was designed to allow maximum interaction between team members and each of the community representatives. From 8:00 a.m. to 4:00 p.m., small groups of representatives were scheduled to meet with the team members for forty-five minutes each. The schedule allowed each group enough time for open, in-depth discussions.

Approximately half of the participants were a cross section of the community's youth (i.e., average students, below-average students, and high-achieving students). Other representatives were parents, school administrators, and community agency personnel.

Team members taped all of the interviews, analyzed the tapes, and identified the specific needs highlighted in the hearing. The overall need was for increased and more effective communication between the school and the community. They identified gaps in five specific areas: (1) parent/faculty relationship, (2) school/community collaboration, (3) student/adult interaction, (4) family-to-family communications, and (5) service agency/individual networking. The team concluded that these gaps were the major obstacle preventing the community's youth from developing a strong sense of identity and making realistic career plans.

Developing an Action Plan

After the community hearing, the team constructed a matrix, which listed the need areas and what was currently being done to meet the needs. Based upon this information, the team identified activities that could be implemented to meet the community's career guidance needs. The team captain volunteered to organize the information and place it in the form of a written action plan. The plan was reviewed by the trainer and then finalized by the team. Team members were satisfied with the planning process and did not encounter any major problems in deciding what they wanted to do.

Identifying and Acquiring Resources

The team members decided to make use of their own human and material resources rather than seek outside support. They utilized in-kind support--space, equipment, and materials for meetings--and volunteered their own time for their efforts.

Implementing the Plan

In order to implement their plan, team members had weekly meetings to organize the project. One of their first efforts was the development of a project brochure. It was used as a promotional piece to communicate the purpose of GAP to the community. (See Attachment 1 for a copy of the brochure.) An article about the team's activities appeared in the community newsletter, which is mailed to each household in Upper St. Clair.

The team members shared enthusiasm and commitment to the goals in their plan, yet they did face an important problem. They felt that they were unable to gain support for their goals from the power structure within their individual agencies. This was due in part to the fact that team members were providers of services, not managers who could make policy changes. They felt frustrated because they were not able to be the rapid change agents they had hoped to be.

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2040 Washington Road
Upper St. Clair, PA 15241

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If you are interested in participating in any of the activities suggested by GAP, please send us your name (the name of your organization if applicable) with an indication of your interest area. If you just want to make a suggestion, please do that also.

NAME_____ NAME OF ORGANIZATION_____

ADDRESS_____ PHONE_____

Interest area or suggestion_____

SEND TO: GAP
1820 McLaughlin Run Road
Upper St. Clair, PA 15241

GAP

GUIDANCE ACTION PLANNING COMMITTEE

Guidance Action Planning Committee (GAP) is part of a national project to improve career guidance programs in local communities.

Under the direction of the National Center for Research in Vocational Education in Columbus, Ohio, GAP is a team of representatives from community agencies. The team's role is to identify the needs of local youth and to develop a career guidance program for use by local agencies and groups in providing services. The Upper St. Clair team includes representatives from churches, agencies, health and guidance centers and the school district.

1820 McLaughlin Run Road
Upper St. Clair, PA 15241

GAP

UPPER ST. CLAIR STRENGTHS

GAP recognizes that Upper St. Clair is a community endowed with great resources for the career development of its youth. They are:

- professional and occupational levels of the residents
- location of the community in relation to industrial, commerical, cultural and service centers
- good educational system
- adequate financial resources
- good standard of living
- concerned and responsive religious congregations
- human resource agencies of many types
- active citizen groups and associations
- organized and effective municipal government

UPPER ST. CLAIR NEEDS

GAP has conducted a number of in-depth interviews with students, parents, school personnel, policemen, religious leaders, community groups and citizens from Upper St. Clair.

Based on this research GAP believes that students could develop a better sense of identity and receive more assistance in career planning if programs were developed to close the following GAPs that exists within certain parts of the community:

- parent/faculty relationships
- school/community collaboration
- student/adult interaction
- family to family communications
- service agency/individual network

UPPER ST. CLAIR ALTERNATIVES

GAP supports the following projects as some of the ways the community could come together in the service of its youth:

- Community Information Center
- Telephone Information Service
- Community Newsletter
- Alternative Education programs that involve community participation
- Counseling and Support groups for people in transition
- Workshops in human development for professionals working within the community
- Parent education workshops on career education and educational planning
- Family support programs on crisis intervention and inter family communications
- Teacher recognition programs sponsored by the community
- Role exchange programs between educators and business people

OUTCOMES FOR UPPER ST. CLAIR STUDENTS

GAP projects that the community projects suggested on the previous page could provide a greater range of experiences for students in the following areas:

- career testing
- career visitation field trips
- individual and group career counseling
- regular career staffing for students by teachers, counselors, parents and community people
- internships
- guest speakers
- co-op work experience programs
- parental participation in career planning

GAP

To help them resolve this problem, they decided to make use of a community action consultant to help them identify techniques to rally their own organizations and the community around their cause. The consultant was in Upper St. Clair for one day. She spent time determining the dynamics in effect within the community and how the team could best relate to the forces in the community. She then made suggestions on ways in which they could reach the power structure. Among her suggestions was that the team involve the school district superintendent more in GAP's activities.

The team attempted to implement this suggestion, but due to time constraints placed on the superintendent, it was never fully carried out. The time spent on the problem by the consultant may have been too short for the team to understand fully the strategies she was presenting and to internalize her suggestions.

The strategy that the team decided to use to win support was to go ahead with some of the activities they had planned for the community. Their kick-off activity was a series of seminars on youth-adult communications. Three sessions were held on Sunday mornings at Westminster Presbyterian Church. During the first session, the two seminar leaders demonstrated communication gaps between adults and teenagers. The second session focused on the causes of communication gaps. The last session revolved around how to improve communication between youth and adults. An average of fifty people attended each session of the series.

At the time of this activity, the team was faced with a new challenge. The team captain was given a change in responsibility from director of career education to director of the school district's alcohol and drug abuse program. Members decided to use this change to their advantage, since many of the goals of the alcohol and drug program relate to those of GAP. More importantly, it can provide some needed visibility for GAP. The team's plan is to continue GAP as a separate project and also be part of a larger youth-oriented effort.

Evaluating Efforts

No formal evaluation of GAP has occurred beyond the national evaluation conducted by project staff. The team captain has conducted informal evaluations through discussions with various groups and individuals. The needs assessment process was evaluated by noting comments of the people who participated in the public hearing. Team members expressed the fact that the information they received was insightful and provided an accurate portrayal of the needs within Upper St. Clair. The community members voiced appreciation of the opportunity to express their thoughts on the concerns related to the community's youth.

The team captain evaluated the accuracy of the needs identified in the public hearing by comparing them with needs being addressed by other groups. For example, to help meet the gap in family-to-family communications, the PTA is conducting parent effectiveness training.

Taking the Next Steps

The team members will continue networking. They also want to start a family consultation and referral service and plan to establish a student (peer) support group. Since peer support is one of the goals for both GAP and the alcohol and drug abuse program, the groups will combine career guidance and alcohol and drug abuse concerns.

The team will continue as a group after the completion of the Guidance Team Training Project. The team's goals fit into the priority of the school district and the community--for family members to work better together within their individual systems. To date, much of the impetus for the project has come from the team captain. He has indicated that he would like to see a change in leadership for GAP--that it would be unhealthy for the team to have one person or agency maintain leadership for an extended period of time.

For more information on the activities of this site, contact:

Mr. Robert Mueller
Director, Drug and Alcohol Abuse Program
Upper St. Clair School District
1820 McLaughlin Run Road
Upper St. Clair, Pennsylvania 15241
(412) 833-1600

Enterprise Career Guidance Team

Enterprise, Alabama

by

Norman C. Gysbers

Abstract of Project

The overall goal of the Enterprise Career Guidance Team has been to increase career guidance programs and services in the Enterprise area in general, and specifically to reach business and industry employees, underemployed individuals, and high school-age individuals. Based on survey data already available and on survey data collected as a result of team efforts, an action plan with four major goals was established. Workshop and outreach activities were conducted, and several consultants were used to help the team achieve its four goals.

Community Profile

Enterprise is located in southeastern Alabama. The Enterprise area consists of seven rural counties: Coffee, Geneva, Dale, Barbour, Covington, Crenshaw, and Pike. The total population is 204,600, of which approximately twenty percent is black.

The median income for the 40,400 families in the area is $6,368, and more than sixty percent of the total earn less than $7,000 annually. The median schooling for persons age twenty-five or older is 10.1 years. Dale County, the most populous county, which includes Fort Rucker, the U.S. Army Aviation Center, skews the average with its median of 12.2 years.

For several years a number of organizations had been providing career guidance in the community. These organizations included the Career Development Center at Enterprise State Junior College, the Alabama State Employment Service, CETA, Displaced Homemaker Training Program at Enterprise State College, and the Office of Civilian Personnel at Fort Rucker. These organizations were helped by a number of advisory groups, among them the Enterprise College Advisory Council, CETA, Enterprise Chamber of Commerce, Enterprise Rotary Club, and the Fort Rucker's Equal Employment Opportunity Advisory Council.

The Planning Team

In 1974-75, a survey of the community was done in an attempt to better understand the career development goals and aspirations of community members. The statistics gathered underscored the need for more and better cooperation among the existing providers of career guidance in the community. Based on this, a planning team of individuals representing various

community interests was formed. The organizations included: Enterprise State Junior College; CETA District VII, Dothan; Coffee Springs High School; Enterprise High School; and the Equal Employment Office, Fort Rucker.

The planning team received training over a two-month period. The training involved a review of project goals and resources, what career guidance programming each organization had done previously, the needs of the community, and the development of an action plan.

Developing an Action Plan

The major focus and outcome of the training was the development of the team's action plan. The process the team used to reach consensus on the goals for the plan involved conducting a formal needs assessment survey, dividing into pairs to write draft goals, discussing results as a full team, revising the drafts, and finally, reaching consensus. These goals were as follows:

1. To improve the attitudes of local employees toward work
2. To develop more career awareness in the community
3. To assist community members to develop better career decision-making skills
4. To make the public more aware of the services offered by the agencies represented in the team training project

Selecting Target Population

Based on survey data already available and on discussions during the training, the team decided to serve three groups: business and industry employees, underemployed individuals, and high school-age individuals. According to the team, these groups represented the greatest need and were the least served.

Assessing Needs

The project team used the data from a study conducted in 1974-75 by Enterprise Junior College as an initial starting point in the project. It provided some data about the postsecondary education needs and plans of individuals in the Enterprise area. In addition, a formal survey of local business and industry was conducted by the team. The cover letter and form that were used in the survey are found in Attachments 1 and 2. The results of this survey lent support for the team's goals.

Implementing the Plan

With the support and assistance of the Enterprise Chamber of Commerce, the team helped to organize a seminar related to employee motivation. See Attachment 3 for a flyer describing the program, which focused on increasing organizational effectiveness. Forty-six business personnel attended the seminar.

The second goal was to develop more career awareness in the community. In cooperation with the local Rotary Club, the third annual career fair was held for the community in the spring. More than 1,500 people attended the event. See Attachment 4 for a newspaper clipping describing the fair. A workshop for counselors in District IX of the Alabama Personnel and Guidance Association was held in the fall. The topic of the workshop was Career Guidance and Counseling Techniques.

In order to assist community members to develop better career decision-making skills, a career exploration course was made available to the community through the auspices of Enterprise Junior College. Finally, to make the public more aware of the services offered by the agencies represented in the Guidance Team Training Project, the team decided to improve its outreach and public relations skills. A consultant who specializes in marketing was brought in to help the team identify ways of doing more community outreach.

Evaluating Efforts

Thus far the team members have evaluated progress made toward two of their goals, improving employee motivation and increasing career awareness. The responses from the evaluation questionnaire used for the seminar for business representatives indicated that most participants enjoyed the content and gained knowledge from taking part in the seminar. The evaluation form for the career exploration course at the college had similar positive results. The team plans a more extensive evaluation of the entire project at a later time.

Taking the Next Steps

During the coming months, team members will continue their efforts to reach out to the community. They plan to continue a variety of activities to meet the four goals and intend to stay together as a team to see that they are met.

For more information on this site, contact:

Ms. Linda C. Wilson
Enterprise State Junior College
P.O. Box 1300
Enterprise, Alabama 36331
(205) 347-7881

Attachment 1

ENTERPRISE STATE JUNIOR COLLEGE
Enterprise, Alabama 36331

April 7, 1981

Dear Businessperson:

The Vocational Department at Enterprise High School and the Community Career Guidance Team at Enterprise State Junior College are in the process of conducting a survey to gather information concerning the employment and training needs of our business community. Your help and cooperation in determining these needs will be greatly appreciated.

If, at any time, you require someone for part-time, temporary, or full-time employment, you may contact Mrs. Linda Wilson at Enterprise State Junior College (347-7881) or Mr. Dan Pridgen at Enterprise High School (347-2640). Job Placement services are available at both schools to help you find suitable employees.

Even though you may not be interested in this service or may not have special training needs, please complete the enclosed survey form so that we might have accurate data concerning employment in the community.

Please return the survey form in the enclosed envelope.

We shall appreciate your assistance in this matter.

Sincerely,

James Reese
Vocational Director
Enterprise High School

Gary Deas
Director of Career Education
Enterprise State Junior College

MGD:mh

Enclosures

Attachment 2

EMPLOYER SURVEY FORM

DATE_____

NAME OF COMPANY_____

ADDRESS_____

PHONE NUMBER_____PERSONNEL DIRECTOR_____

____ I CAN USE STUDENTS AS PART-TIME AND SUMMER EMPLOYEES.
____ I CAN USE VOCATIONAL GRADUATES AS FULL- OR PART-TIME EMPLOYEES.
____ SORRY, UNABLE TO USE STUDENTS IN MY COMPANY.

TYPE OF WORK YOUR COMPANY DOES_____
_____

NUMBER OF EMPLOYEES IN YOUR COMPANY_____

OF THE ABOVE NUMBER, THE NUMBER OF OFFICE EMPLOYEES_____

EMPLOYEES NEEDED_____
_____

APPROXIMATE WAGES $ _____ AVERAGE ANNUAL OPENINGS _____

PLEASE LIST ANY CURRENT OR ANTICIPATED SPECIAL TRAINING NEEDS OF YOUR COMPANY:_____
_____
_____

COULD ANY OF THESE TRAINING NEEDS BE MET THROUGH CREDIT OR NONCREDIT COURSES OR SEMINARS OFFERED THROUGH ENTERPRISE STATE JUNIOR COLLEGE?
____YES ____NO
_____
_____

WOULD YOU LIKE MORE INFORMATION CONCERNING TRAINING PROGRAMS FOR YOUR COMPANY THAT COULD POSSIBLY BE CONDUCTED AT YOUR BUSINESS THROUGH ENTERPRISE STATE JUNIOR COLLEGE? ____YES ____NO

DOES YOUR COMPANY USE COMPUTERS? ____YES ____NO / IF YES, PLEASE LIST THE MAKE AND SERIES NUMBER_____

DOES YOUR COMPANY USE ANY OTHER SPECIALIZED BUSINESS EQUIPMENT?
____YES ____NO / IF YES, PLEASE LIST_____
_____
_____

Attachment 3

INCREASING ORGANIZATIONAL AND TEAM-BUILDING EFFECTIVENESS™ SEMINAR

Here's A Program/Benefit Outline of What You'll Receive

1. **ORGANIZATIONAL COMMUNICATIONS**
   The most often forgotten element in communications Key ingredients for improving the communications in your organization–How the message gets lost and distorted.

2. **ORGANIZATIONAL EFFECTIVENESS GRID**
   How your personal effectiveness can make or break your organization–How you relate to your organization's effectiveness–What each person needs to do to make things work better in their organization.

3. **PRIORITIES**
   What's the most important?–What do you do when your priorities are different–How to handle conflict constructively-The pros and cons of disagreement.

4. **HOW PERSONAL BEHAVIORAL PATTERNS AFFECT ORGANIZATIONS**
   Identifying your personal pattern–Increasing your understanding of different patterns–How you come across to others–How you react under pressure.

5. **HOW ATTITUDES AFFECT BEHAVIOR**
   How to eliminate others' negative influence over you–How to be a positive influence in your organization–Positive attitudes get positive results–negative attitudes get negative results.

6. **GETTING PEOPLE TO DO THINGS**
   Why people resist–one sentence which will increase your organization's effectiveness and productivity–How to present a proposal to your superior.

7. **TEAM BUILDING**
   Building a rapport with others–How to develop "esprit de corps"- How to pull together the most effective team –a fool-proof method of getting people in your organization to work with you cooperatively.

8. **HELPING OTHERS–AND YOURSELF**
   What happens when you meet people's needs–How to get your needs met–How to change people–What others expect of you.

HERE'S WHAT OTHERS SAY ABOUT THIS PROGRAM. . .

NEW YORK CITY HEALTH & HOSPITALS CORP.
Leonidas Clark, Systems Analyst
"For professionals, there is little that is more encouraging than getting together and sharing ideas and professional concerns. If people are our greatest resource–this is a gold mine."

MISSOURI DIVISION OF YOUTH SERVICES
Clarence Roland, Juvenile Parole Officer-Local Training Facilitator
"The seminar was not only rewarding and constructive but was one that can be utilized both in my personal and professional life. It was truly refreshing."

STATE OF KANSAS
Jamesina M. Evans, State Director of Staff Development & Training
"This seminar gave me a new perspective into increasing organizational and team-building effectiveness and many ideas to use in working with state agencies, managers, and supervisors."

U.S. ARMY
William F. Bateman, Chaplain (Major)
"An interesting program which helps in understanding leadership styles and characteristics and the importance of building on strengths."

PROGRAM DETAILS

The Increasing Organizational & Team-Building Effectiveness seminar includes over 18 comprehensive project sheets, a Personal Pattern Assessment, a notebook and other handouts, plus instruction by a certified coordinator of the program.

This program will be held: Dates _____ **Times** _____

Location _____

To register, complete the form below and return to:

REGISTRATION FORM

PLEASE PRINT

Name _____ **Address** _____

City _____ **State** _____ **Zip** _____

Phone(s) _____

_____ **Yes, reserve** _____ **seat(s) for me at $** _____ **per person for the following date** _____

Attachment 4

TRENDS

Jamie Smith, Editor
347-9533

Sunday,
May 3, 1981
Page 1B

Vocation Seekers Find Answers At Career Fair

And what do you want to be when you grow up?

If that is an uncertain issue clouding the horizon of your life, or if you are dissatisfied in your present vocation, hopefully you were one of the more than 1500 people who attended the third annual Enterprise State Junior College/Rotary Club-sponsored Career Fair held Wednesday morning, April 29, in the ESJC Health Building.

Information on almost every facet of the career world imaginable was available to those who wandered among the rows of tables in search of what profession to pursue. The majority of the participants were high school students from Enterprise, Elba, Ozark, Luverne, Coffee Springs, Kinston and Zion Chapel; however, many ESJC students and other community residents—of all ages—were in attendance.

Representatives from 45 career fields—ranging from accounting to agriculture, from photography to pharmacy, from radio broadcasting to radiology—were on hand to give job descriptions and answer questions concerning employment opportunities. While delegates from every field entertained innumerable questions, highest interest was shown in the areas of computer science and engineering.

In addition to these general areas, 8 businesses, such as Sessions, Benson Wholesale and Kleinerts, had representatives at the fair, each offering information about his business' operation and the possibilities of employment with the business.

Linda Wilson, director of the Career Development Center and Job Placement at ESJC and coordinator of the Career Fair, said the response to this year's fair was "outstanding—much better than the last two years."

Although the Career Fair may not have provided "The Answer" to one of life's most important decisions—that of choosing a line of work—it did offer, for those who took advantage of the opportunity, the chance to explore a world of career alternatives.

VETS OF THE FUTURE? — Adrinna Rosero, left, and Cara English, both students at Elba High School, may not have decided to embark on careers as veterinarians, but they still listen attentively as Dr. Wayne Roberts, an Enterprise veterinarian, tells them a little about what's involved in getting a degree in that area. Miss Rosero is a senior at Elba; Miss English, a sophomore.

CHECKING FOR CAVITIES — Gary Donaldson, left, and Taylor Steele, both students at Enterprise High School, inspect the set of teeth on display at the "dentistry" booth at the Career Fair. Dr. Jack Mills of Enterprise was that fields representative during the informative event. Both Donaldson and Steele are possibly considering careers as dentists.

Guidance Team Training Project

Greensboro, North Carolina

by

Fred L. Williams

Abstract of Project

Guidance personnel, employers, and citizens at large are the target population of the Greensboro team. After learning through a public community hearing that many employers and citizens were unaware of existing career guidance opportunities and efforts and many guidance specialists did not have up-to-date information on the current employment scene, the team developed a communitywide guidance resource directory and is conducting a series of seminars and workshops for a variety of audiences.

Community Profile

The city of Greensboro, founded in 1808, is the county seat of Guilford County. Located in the Piedmont section of the state, Greensboro covers a 60-square mile area and has an estimated population of 160,000.

The largest minority group in Greensboro is blacks, who comprise close to one-third of the population. Approximately fifteen percent of the families are headed by women. The median number of school years completed by residents is more than 12.2.

In the last two decades, business expansion has increased the number of jobs available to people in the Greensboro area by an estimated seventy-five percent. Textiles, tobacco, insurance, and pharmaceuticals represent the major industries in Greensboro. The effective buying income in Greensboro is now $18,390 per household, approximately $4,000 above the state average and $2,000 higher than the national average.

Career counseling and guidance programs have been offered in the public schools, area colleges and universities, and community and human service agencies for many years. However, the Guidance Team Training Project represents the first time that individuals from these various agencies have formally collaborated on career guidance planning.

The Planning Team

The initial interest in a project at Greensboro came from faculty members at the University of North Carolina-Greensboro (UNC-G). Leaders from the School of Education had become interested in the Guidance Team Training Project after previewing the competency-based modules and related training

activities during the national dissemination conference for the previous project.

One of the professors, who later became the team captain, realized the importance of putting together a team that was genuinely concerned about and committed to improving career guidance in the community. He began contacting the mayor and other influential people in the community to gather recommendations for team membership. The result was a team of dedicated and task-oriented individuals with a variety of perspectives and expertise. Included were representatives from the Greensboro public schools, Guilford county schools, Vocational Rehabilitation Services, Employment Security Commission, Guilford Technical Institute, Newman Machine Company, the UNC-G Career Planning and Placement Center, Manpower Development, and the Greensboro Chamber of Commerce.

Once they had organized, the team participated in a five-day training workshop on developing, implementing, and evaluating comprehensive career guidance programs. During the workshop, team members developed their plan for improving career guidance services in Greensboro. As the action plan began to evolve, it became apparent that a lot of time and effort would be required to implement it successfully. This produced some negative feelings on the part of some team members who already felt overburdened with full-time commitments. This problem was overcome by structuring activities so that responsibility for various activities was equally divided.

Selecting Target Population

During the planning process, the team took steps to ensure that it was responsive to the needs of the community. As a part of these efforts, the team members conducted a public hearing. The purpose of the hearing was to identify career guidance needs that were not being met through existing programs and to obtain suggestions on how to coordinate career guidance programs better.

Based on the information obtained during the public hearing, the team decided to focus its initial efforts on individuals in the community who are involved in providing career guidance services. The team determined that if these professionals and paraprofessionals increased their knowledge and skills, the clients they serve would become more successful in preparing for and entering the local job market.

Assessing Needs

Once the team had identified the community agencies that provide career guidance services, the members designed a needs assessment to administer to the guidance personnel working in the agencies. The tool they used was an open-ended questionnaire with these three questions:

1. What do you see as career guidance needs in the community?

2. What do you think of the current strategies and techniques that are being used to address these needs?

3. What do you think can be done to address career guidance needs in the community more effectively?

As a follow-up to the community hearing mentioned earlier, the questionnaire was sent to individuals in the community, and selected individuals were interviewed in person or by telephone.

A substantial list of needs and proposed solutions emerged from the assessment. Here are some examples:

1. Make career information available to the local citizenry

2. Provide occupational information to gifted individuals

3. Provide career guidance assistance to persons with vocational handicaps.

4. Provide career guidance assistance to displaced homemakers.

After conducting the survey, the team was faced with the challenge of determining which needs were most critical and what activities could be implemented to address those needs. The team found that there were no easy answers to the problem. They convened the group several times before a resolution was reached.

Developing an Action Plan

In developing the action plan, the team first discussed the career guidance needs that had been identified in the community and the variety of solutions that had been proposed. From this discussion, project goals were established:

1. To develop an awareness of and a positive attitude toward career guidance in the community

2. To inform guidance personnel of the expectations that employers have for their employees

3. To inform business and industry representatives of career guidance efforts in the community

4. To assist guidance personnel with the identification of placement opportunities in local businesses and industries

The team divided the need and goal statements according to interests expressed by team members. Each member worked independently on the

development of objectives, activities, persons responsible for the activities, resources needed, cost, and evaluation techniques. After this phase was completed, the team examined the separate parts of the plan and put them into a logical sequence.

Identifying and Acquiring Resources

The coordination of career guidance resources in the community was one of the objectives of the action plan. In order to accomplish this objective, the team conducted a survey of organizations in the community that provide career guidance to clients. These included postsecondary institutions, social service agencies, and the Greensboro Chamber of Commerce.

The team organized the information from the survey and developed a resource directory which lists the various agencies, the type of career guidance assistance provided, and the clients served. They distributed the directory to guidance personnel in all of the schools plus health and human service agencies.

Implementing the Plan

Pleased with the success of the resource directory, the team proceeded with the other activities in the action plan. The members organized a series of community seminars or "dialogue sessions" for guidance personnel and business and industry representatives. Each seminar is focusing on one of ten career clusters identified as having the most potential for growth in the Greensboro area. (See Attachment 1 for the schedule of seminars.) The team is also conducting workshops to educate various sectors of the community about the importance of establishing effective career guidance programs. As a result of these activities, numerous organizations have requested information regarding the team's activities.

A factor that contributed significantly to the popularity of the team was the initial public relations activities that were conducted early in the project. Several techniques such as the public hearing and press releases used by the team were designed to encourage involvement on the part of the local citizens. (See Attachment 2 for newspaper clippings.)

Evaluating Efforts

The team members stated that the best indicator of change to them was evidence of increased communication and cooperation between educators and employers. Tentative evaluation plans call for conducting follow-up contacts with individuals in the community to determine if their perceptions of and knowledge about career guidance have improved. Informal evaluations are being conducted at the end of each seminar to determine if guidance providers and employers have a better understanding of the expectations of one another. The team plans to look at each goal statement in the action plan

to determine the effectiveness of the activities that were implemented to reach that goal and the possible effects of the activity.

Taking the Next Steps

During the next few months, the team will continue to conduct the seminars and workshops in the community. A Career Guidance Advisory Committee will be formed to provide advice on a variety of guidance-related issues.

The team itself plans to continue through May 1982 and is now planning other mechanisms for implementing the rest of the action plan. Meanwhile, the members will continue to assist clients through the network established as a result of the project's activities.

For more information on the activities of this site, contact:

Dr. W. Larry Osborne, Associate Professor
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412
(919) 379-5100

Attachment 1

SEMINAR TIMES: 2:30-4:30 unless otherwise indicated

FORMAT

DATE	TOPIC	PLACE	PROVIDER	FACILITATOR
9/17/81	Data Processing	Guilford Country Data Processing 201 S. Eugene Street Greensboro, N.C.	Jack Williams Director	Dr. Larry Osborne Assoc. Professor School of Education UNC-G
10/15/81	Furniture Industry	Burlington Industries Colony Plant 1214 Prospect Street High Point, N.C.	Dale Walsh Personnel Mgr.	Ms. Sue Harris Counselor Southern Guilford H.
11/19/81	Graphics	Fisher-Harrison Corp. 338 North Elm Street Greensboro, N.C.	Charles Adams Vice President Finances and Administration	Janet Lenz, Asst.Dir. Career Planning and Placement Center UNC-G
12/18/81	Machinery	Newman Machine Co. 507 Jackson Street Greensboro, N.C.	Frank York President	Jan Lenz, Asst. Dir. Career Planning and Placement Center UNC-G
1/15/82 2 sessions- 10:30 a.m. and 2:30 p.m. *Participants will please select 1 session only	Communication	Alderman Studios 819 Baker Road High Point, N.C.	Walt Kelly Personnel Mgr.	Louise Nowicki Guilford Tech. Inst. Jamestown
2/16/82	Health Careers	Moses Cone Hospital AHEC Conference Room Ground Floor 1200 North Elm St. Greensboro, N.C.	Linda Long Education Specialist, Allied Health AHEC	Linda Long
2/23/82	Human Services	Moses Cone Hospital AHEC Conference Room Ground Floor 1200 North Elm St. Greensboro, N.C.	Dr. Sarah Morrow, Secretary of the Dept. of Human Resources	Louise Nowicki and Janet Lenz

DATE	TOPIC	PLACE	PROVIDER	FACILITATOR
	Human Services Cont'd. from Page 1		Joe DesPlaines, Director Family Services/Travelers Aid, Greensboro Kim Newsom, Regional Director Personnel Management Department Of Human Res., Region II Winston-Salem	
3/15/82	Agriculture Business	Guilford Technical Institute Jamestown, N.C.	Mae Douglass Personnel Manager Agriculture Division Ciba-Geigy 410 Swing Road Greensboro, N.C. John Crawford Agriculture Extension Service 3309 Burlington Road Greensboro, N.C. Chuck Voight, Pres., Piedmont Garden Assn. Guilford College Garden Center Quaker Village Center Greensboro, N.C.	Perry C. Crabtree Rehabilitation Educ. Specialist Vocational Rehabilitation Services Greensboro, N.C.
4/19/82	Textiles	Cone Mills 1201 Maple Street Greensboro, N.C.	Paige Stout Personnel Manager	Charles Hill Counselor at Dudley High School
5/17/82	Steel Industry	Carolina Steel 1451 South Elm St. Greensboro, N.C.	Sadie Cox Personnel Manager Shirley Helms Personnel Office	Don Kelsey, Director Employment Security Commission, Greensboro

Attachment 2

The Greensboro Record, Thurs., Nov. 13, 1980

UNC-G planning career program

The University of North Carolina at Greensboro is coordinating a project to enhance career development and career guidance programs and materials for Greensboro and Guilford County.

The project, the Guidance Team Training Program, is part of a national effort to improve career development and career guidance programs.

The national effort is being funded by the U. S. Department of Education and is being conducted by the National Center for Research in Vocational Education at Ohio Staate University.

Local coordinator is Dr. W. Larry Osborne, an associate professor of counselor education at UNC-G. He will lead a public hearing at 7 p.m. Friday to describe the program. The meeting, open to the public, will be held in Room 11 of the McNutt Building at UNC-G.

The program includes representatives from the Greensboro public schools, Guilford County schools, Vocational Rehabilitation Program, the Employment Security Commission. Guilford Technical Institute Manpower Development, the Greensboro Chamber of Commerce, and the UNC-G Career Planning and Placement Center.

"The assumption is that these existing programs can be coordinated better to provide a more effective career development emphasis for the students and others who need these services," said Osborne. He said such services can be helpful to young people both in and out of school, minorities, older adults, people with disabilities, those who change careers at mid-life and women.

Greensboro Daily News, Fri., Nov. 14, 1980

Project Seeks To Improve Job Guidance

A year-long project to improve career guidance and career development programs in Guilford County starting this month will be coordinated by the University of North Carolina at Greensboro.

Local project coordinator Dr. Larry Osborne, an associate professor of counselor education at UNC-G, will preside over a public hearing on the Guidance Team Training Program today at 7 p.m. in Room 11 of the McNutt Building, located behind the Park Gymnasium at the corner of Forest and Spring Garden streets on the UNC-G campus.

The program, financed by the U.S. Deparfment of Education, is being conducted by the National Center for Research in Vocational Education at Ohio State University at various sites in all 50 states. North Carolina sites are Greensboro and Winston-Salem.

Representatives of the Greensboro and Guilford County schools, the Vocational Rehabilitation Program, the Employment Security Commission, Guilford Technical Institute, Manpower Development, the Greensboro Chamber of Commerce, and the UNC-G Career Planning and Placement Center will take part in the program locally.

Osborne said the participants would seek "not only to coordinate career development programs better, but also to see what needs may be out there that are not met by existing programs."

He said tonight's public hearing would give an overview of the project and is for "anyone with an interest in the career development of young people, of women re-entering the workforce, of the disabled, or of any other group."

Champaign County Career Guidance Team

Champaign-Urbana, Illinois

by

Norman C. Gysbers

Abstract of Project

Champaign County is the setting for this project. The primary goal of the Champaign County Career Guidance Team is to develop, implement, and maintain an employment data bank for fourteen- to eighteen-year-olds throughout the county. The need for the data bank was established and verified through several needs assessments. Currently Guidance Team members are working on gathering community support for the data bank and on possible funding sources.

Community Profile

The metropolitan area is made up of two towns: Champaign, 70,000 population, and Urbana, 30,000. The University of Illinois--housed in the middle--serves about forty percent of the population. The university is the major employer, with Kraft, Humko, Southland, and four hospitals being the other main employers. This is not, however, an industrial community. The other main source of work is Chanute Air Force Base located fifteen miles north of Champaign-Urbana in Rantoul. Champaign County has a large amount of farming. The land is flat and rich, and production is mainly in corn and soy beans.

Prior to the start of this project, there were a number of career guidance resources and service providers in the area. Some of these included the Champaign CETA Consortium, County Youth Employment Program, County Youth Services, University of Illinois, Parkland Community College, Illinois Job Service, the career guidance programs at the local high schools, as well as numerous private employment agencies.

The Planning Team

For several years, a group called the Youth Services Consortium Employment Committee had been meeting to discuss, among other things, youth employment. As the discussions progressed, the group decided that others needed to be involved. A representative from each agency in the area dealing with youth employment was invited to a meeting. The Guidance Team Training Project and its purposes were presented to the members by the person who later served as the team captain. An invitation was issued to the agencies represented to apply to be a site in the project. Ten agencies

expressed interest initially, but when the project officially began, representatives from six agencies actually made up the team. These included CETA, Boys Club, County Youth Services Department, Region 11 Career Guidance Center, the County Youth Employment Program, and the County Youth Services Consortium. As the project evolved, the team decided to add a representative from the Office of the Regional Superintendent of Schools, plus Parkland Community College and the Illinois Job Service.

The team began training on January 27, 1981. Because of time constraints, the training took place over a period of four months. Nine sessions were held. During the training and the planning that went on subsequently, the team faced a number of important issues. Team members all had many other responsibilities and severe schedule restraints. In addition, a common vocabulary had to be developed in a relatively short period of time. Finally, budget cuts and reductions at federal, state, and local levels were the cause of great concern. In some cases, participation by team members was reduced substantially because staff cuts limited time for coordinating activities among community and educational agencies.

Developing an Action Plan

The plan was developed over a period of three and one-half months. Team members set the following goals for themselves:

1. To facilitate the increased awareness of rural fourteen- to eighteen-year-old youth regarding available employment opportunities
2. To facilitate increased linkages among social service agencies and between these agencies and the schools
3. To help fourteen- to eighteen-year-old youth acquire skills in seeking, obtaining, and maintaining employment
4. To develop a system of monitoring and evaluating the effects of increased linkages and employability programs

They then brainstormed possible activities they could conduct to reach the goals. The list of activities was narrowed down through a variety of techniques including extensive interviewing of school counselors and educational administrators in the Champaign-Urbana area.

As a result of these and other contacts, the team decided to concentrate on the development and implementation of an employment data bank for fourteen- to eighteen-year-olds in the area. This decision was made because the data bank was a difficult and complex task to tackle, and once the data bank was in place, the majority of other guidance-related activities would fall into place, or at least be easier to implement.

Selecting Target Population

An extensive survey of the employment needs of ninth, tenth, and eleventh grade students in Champaign County had been conducted in the fall of 1980. The study indicated that youth were very interested in and concerned about finding employment. The team reviewed this study, decided that the situation had not changed since the study was completed, and concluded that Champaign-Urbana's fourteen- to eighteen-year-olds were very much in need of help.

Assessing Needs

Data from two needs assessments were used by the team. The first needs assessment was conducted by the County Youth Services Consortium prior to the formation of the team. The data from it were used at the beginning of the project to determine the target population. The second needs assessment was conducted by the team members as part of their plan of action. Through the study, they confirmed the findings of the first needs assessment. They talked with school counselors and educational administrators in the Champaign-Urbana area using the interview guide they had developed. The second assessment also helped them zero in on the major activity of the project--an employment data bank for fourteen- to eighteen-year-olds.

Implementing the Plan

The team decided to investigate what others had done with employment data banks. Letters were written to directors of various programs and searches were made of pertinent literature. The team identified a site in Peoria where a data bank was in use. Members of the team travelled to Peoria and spent a day reviewing the data bank operations at Illinois Central College.

Once they had observed this model, they decided on the components they wanted for their own system. They outlined the following steps they would take: (1) involve business and community agencies in a review of existing computer software programs for a centralized job placement service; (2) purchase a program that would satisfy needs of clients, agencies, and business and that would be compatible with existing computer capabilities (e.g., PLATO or microcomputers); (3) print and mail forms necessary for listing jobs in compatible form for entry onto the computer; (4) print and mail brochures describing the service to employers; and (5) employ or contract with a programmer to install the program and employ a half-time clerical person to enter job openings.

Identifying and Acquiring Resources

Team members donated a considerable amount of their own time to plan and implement the project. They made use of in-kind support from the organizations they represented.

In addition, the members submitted a proposal to the Private Industry Council (PIC) of Champaign-Urbana. In the proposal, they outlined their ideas for the employment data bank and specified an estimated dollar amount for implementing each phase of the bank. The team also contacted other business-industry representatives to ask for support.

Evaluating Efforts

To date, the team has not conducted a formal evaluation of its plans and efforts. Evaluation of the use and impact of the employment data bank will be conducted when the employment data bank is operational.

Taking the Next Steps

Team members plan to continue their efforts to gain community support for the data bank and to find funds and a location for it. All of the members have agreed to remain on the team.

For more information on this site, contact:

David Belshiem
Career Guidance Center, Region 11
1776 East Washington Street
Urbana, IL 61801
(217) 384-3599

OSUH Career Development Project

Columbus, Ohio

by

Karen Kimmel Boyle

Abstract of Project

The Ohio State University Hospitals (OSUH) is the setting for this project. The aim of the OSUH Career Development Project is to improve the career development and career planning of the administrative, allied health, nursing, and service employees of the hospitals. A needs assessment was conducted to determine the employees' needs and to identify possible ways in which the project could meet these needs. As a result of this assessment, a series of seminars and training sessions is underway, and a career resource center is being established within the hospitals' Personnel Department.

Community Profile

The site for this project is actually a "vocational community" within a large university hospital system. The community consists of some 4,000 individuals employed by The Ohio State University Hospitals (OSUH) in Columbus, Ohio, which is a major metropolitan area of more than one million people. The key organizations represented on the guidance team are OSUH, The Ohio State University's College of Education and School of Allied Medical Professions, plus Hospital Shared Services, a mutual support association made up of nine hospitals in Columbus. None of these agencies had worked together on career guidance activities prior to the Guidance Team Training Project; in fact, none of the departments within OSUH had cooperated on this type of effort previously.

The Planning Team

The team began as a result of the efforts of one individual, who later became the team captain. After attending a workshop for the Legislative Provisions Project (the project that preceded the Guidance Team Training Project), this individual, who is the director of Education and Training for The Ohio State University Hospitals, became interested in initiating a project. Initially, he invited representatives of his own organization plus persons from the School of Allied Medical Professions and Hospital Shared Services to take part. Volunteers from each of these organizations were selected as team members based upon their interest, related job responsibility, and their ability to gain administrative support for the effort.

The team members' training was provided by a faculty member from The Ohio State University College of Education. Training was centered around goal setting, action planning, assessing needs, and communicating with

administrators. The two training sessions were successful in generating enthusiasm and providing direction for the team's efforts. As a matter of fact, the trainer became so involved in these activities that she decided to continue on as an active team member representing the College of Education.

As the project began to evolve, the interagency relationships and responsibilities began to change from what had been originally proposed. The School of Allied Medical Professions and the Hospital Shared Services began to serve in more of an advisory capacity. OSUH's Departments of Personnel and Nurse Recruitment and Retention along with the College of Education joined the Education and Training Department in taking the lead for activities that were planned. This change was a natural one since the target population was employees of the hospital.

The coordination among the groups has been very good. Since team members are supported by their supervisors in their desire to participate in the project, all team members are free to attend meetings and implement appropriate activities. Communication among the members has been facilitated by the team captain, who generates frequent memos and phone conversations. Since the hospital fully supports the efforts and provides release time for staff and employees, phones, and supplies, the team has not had to seek outside funding.

Developing an Action Plan

An action plan outlining what the team intended to accomplish was developed through a series of meetings with the trainer. Each team member took responsibility for developing a specific section of the plan, and the team captain edited each section and placed the sections into the proper format. This process seemed to be very effective, and team members did not encounter any major obstacles. Due to the fact that they met over an extended period of time while evolving the action plan, they were able to think through different aspects of the project and clarify their goals.

Selecting Target Population

In their proposal to be a pilot site, the OSUH team members indicated that they wanted to work with the service level positions, including dietary, housekeeping, maintenance, and clerical employees. According to the team, many individuals leaving the hospital from these positions are not aware of ways to upgrade their skills and do not know what they are going to do after terminating. The team saw the need to improve the career development and decision-making abilities of these individuals. Later, while discussing the project with department heads within OSUH, the team members learned that individuals in administrative, allied health, and nursing positions were also interested in being served by the project. The team agreed that these groups could benefit from their efforts and included them as a part of the population to be served.

Assessing Needs

Although the team members knew that they wanted to serve hospital employees, they realized that they did not have enough "hard data" on what the career development needs of those employees were. To remedy this, they decided to conduct a formal needs assessment. Before beginning, they once again looked at and restated their project's overall goal:

> To increase retention of hospital personnel by developing a support system by which individuals can plan and manage career growth at OSUH.

Next, they looked at exit interview data in personnel files to determine why people leave the hospital. They found that most people were not able to state reasons for leaving; they simply wanted to go and did not necessarily have specific career plans in mind.

Based upon this information and considering what types of career development programs the team could offer, team participants produced a career development survey form containing three parts. The first requested demographic information on the individual. The second asked career development questions including why OSUH was chosen as a place of employment, how long the individual planned to remain on the job, current job satisfaction, amount of career planning conducted by the individual, use of educational opportunities, amount of career development assistance provided by the individual's supervisor, and personal awareness of advancement opportunities. The third part of the survey asked if the employee would like to see the hospitals conduct various career development activities such as providing materials resources, conducting career planning workshops, providing information on job opportunities within the hospital, providing educational counseling, and providing individual career counseling.

To spark interest, the teams tied the survey into another change effort underway, the hospitals' building and renovation program. OSUH is in the process of undergoing an extensive building renovation effort, which is referred to as the "Pride Program." The team picked up on this theme and used the slogan, "Develop Pride: Develop Yourself," on the form. The introduction to the questions stressed that the employees are the hospitals' most valuable resources and that the hospitals want to provide each employee with skills and knowledge as a professional and as an individual.

In order to increase the administration's support for the project, the team decided to conduct the survey through the various department heads. Members visited with the department heads, explained the project and its goals, and requested that they have their employees complete and return the survey form. In many cases, team members attended department meetings and explained the effort to the employees. The team concluded that although this was somewhat time consuming, it was worthwhile to make the personal contacts.

Over 2,500 survey forms were administered, and 600 completed forms were returned and analyzed. Results indicated strong support for the program's goals.

Identifying and Acquiring Resources

The OSUH team is in the process of identifying resources that will be useful to the clients of the career development project and to the team members themselves. They are collecting literature that can be used in the career resource center as well as information for use by the team members. The team's resource literature includes information on career development theory, strategies, and existing programs similar to theirs. They also are identifying individuals to serve as counselors. The Ohio State University College of Education is recruiting students majoring in counselor education to provide career counseling services to interested OSUH employees.

Implementing the Plan

The next implementation activity will be a seminar for employees interested in obtaining a bachelor of science degree in nursing. Counselors from different postsecondary schools will provide information about their programs. Future activities include a workshop for supervisors on career planning and how they can assist their employees in that area. In addition, a career and education resource center will be established in the hopsitals' personnel department.

Evaluating Efforts

The team has not conducted any extensive evaluation but plans to do so after additional implementation activities have occurred. The team will survey employees who stay on the job to determine any differences between those who have participated in the career development program and those who have not. Team members also will see if nurses' job satisfaction increases after participation in the program.

Taking the Next Steps

The OSUH team plans to continue its efforts after the completion of the Guidance Team Training Project. Plans call for more seminars for different groups of employees as well as expansion of the career resource center.

For more information on the activities of this site, contact:

Dr. David Stein
Director, Education and Training
Ohio State University Hospitals
410 West 10th Avenue
Columbus, Ohio 43210
614/421-3910

Attachment 1

CHAMPAIGN COUNTY
GUIDANCE TEAM INTERVIEW GUIDE

_____
Interviewer

_____
Date

Person
Interviewed: _____

Title: _____

School/Agency: _____ Phone: _____

(As I mentioned by phone, I've been involved in a discussion and planning group that has been addressing the need for and specific concerns related to youth employment services for rural youth. This focus came as a part of a recent (November 1980) survey conducted in the schools by the Champaign County Youth Services Consortium.)

We've identified three areas of concern and some relevant ideas or activities. Both schools and agencies have had input so far. I'd appreciate your reactions to these ideas and any suggestions you might have.

(Hand 1st card)

Increased awareness of available employment opportunities by rural, 14- to 18-year-old youth.

Ideas

1. Central data bank for employers, agencies and schools (Data includes job openings, speakers bureau)	*(circle)* Comments:	Needed	Not Needed	Presently Doing (Who?)	Interested in Involvement
2. Newsletter to 14- to 18-year-old youth	*(circle)* Comments:	Needed	Not Needed	Presently Doing (Who?)	Interested in Involvement
3. Classified employment ad section for school newspaper	*(circle)* Comments:	Needed	Not Needed	Presently Doing (Who?)	Interested in Involvement

4.

5.

6.

What are some specific outcomes which should be achieved if any of these ideas were implemented?

Card 3: Help 14- to 18-year-old youth acquire skills in seeking, obtaining, and maintaining employment and relate these skills to their career aspirations.

Ideas

1. Presentation in high school consumer education course	*(circle)*	Needed	Not Needed	Presently Doing (Who?)	Interested in Involvement
2. Job Club (including rap sessions and sponsored workshops	Comments: *(circle)*	Needed	Not Needed	Presently Doing (Who?)	Interested in Involvement

3.

4.

What are some specific outcomes which should be achieved if any of these ideas were implemented?

Card 3: Increased linkages among social service agencies and between these agencies and the schools.

Ideas

1. Directory of agencies, available services, etc.	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
a. Voluntary Action Center Human Services Directory	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
b. Hay Book	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
c. Youth Services Directory	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
d. Telephone Book Green Pages	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
2. Newsletter to schools and agencies	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
Comments:					
3. Bi-monthly forums for agency and school staff to interact	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
Comments:					
4. Core group of professionals to collaborate on specific cases	*(circle)*	Needed	Not Needed	Presently Using	Interested in Involvement
Comments:					
5.					
6.					

What are some specific outcomes that should be achieved if any of these ideas were implemented?

Interviewer: Please note any post-interview comments and impressions on an additional sheet.

Nampa Community Guidance Team

Nampa, Idaho

by

Linda Phillips-Jones

Abstract of Project

The rural community of Nampa was concerned about the increasing number of students who were dropping out or considering dropping out of school before graduation. Part of the problem was the fact that students were not aware of their career options and of the help available to them from the schools or from the community at large. The many migrant workers in Nampa were unaware of the career help and other support available to them and their families.

The career guidance team tackled the problem in three ways. They developed a printed directory that listed and described the career guidance resources in Nampa and distributed this to professionals who interacted with the dropouts and potential dropouts. They distributed a shorter version of this to the dropouts themselves and began planning a program for them to meet with local college students to discuss their career options. Finally, they made arrangements to retain the services of the high school's Idaho Career Information System and to make it available to the general community.

Community Profile

Nampa, a rural community of approximately 29,500 people, is located in the southwestern region of Idaho. It is nineteen miles west of Boise, the state capital. The primary sources of income for residents of Nampa and the surrounding area are farming and agriculture-related industry, such as seed firms, food processing, and farm equipment retailing. Small industry, such as the manufacturing of recreational vehicles, wood products, and steel and electronic instruments, is also growing in importance.

One unique aspect of Nampa is its Spanish-speaking migrant worker population, which moves in and out of the area according to the seasonal work available. In addition to the limited-English-speaking migrant families, a group of more than sixty limited-English-speaking Romanian refugees moved to the area during the past few months.

Nampa's educational system includes ten elementary schools, two junior high schools, one high school, three parochial schools, Northwest Nazarene College, an accredited four-year college, and the College of Idaho (ten miles west of Nampa). A number of postsecondary vocational-technical schools and Boise State University are located in Boise, twenty-five miles east.

Prior to the start of this project, there were a number of career guidance-related services and activities within the community. The organizations providing these services included Nampa School District, Northwest Nazarene College Idaho Job Service (including CETA programs), Nampa City Library, Canyon County Information Referral Service, Mercy Medical Center (which provided health career fairs and a variety of self-improvement classes), Nampa City Recreation Department, Idaho Migrant Council, and the College of Idaho. The Nampa School District had been operating a career education program for grades kindergarten through twelve for seven years.

Approximately ten years ago, in an effort to collaborate and share information, representatives from several of these organizations formed a group called Interagency. This group met regularly and shared services in an attempt to eliminate duplication and to extend the proper services to those individuals needing them. Although effort to collaborate continued, career guidance activities in the community remained independent, with each agency providing services to a relatively small number of clients. Little effort was made to share information or other resources with each other.

The Planning Team

Originally, Nampa School District's coordinator of career education was contacted by the state career education coordinator to determine her interest in applying for her school to be a pilot site in the Guidance Team Training Project. The Nampa coordinator, who eventually became the team captain, presented a proposal to the Education Committee of the Nampa Chamber of Commerce. The proposal was accepted by the Committee and forwarded to the Board of Directors of the Chamber, where a commitment was made to send two representatives to serve on the team. The Migrant Education Resource Center, which represented local and surrounding area minority groups, also agreed to participate and send two representatives to the team. Other team members included the vice principal of one of the junior high schools and a counselor from the same junior high.

Three of the team members had received training in how to set up a comprehensive, community-based, career guidance program as part of the preceding project. As part of the Guidance Team Training Project, these three and the other team members participated in two two-day training workshops conducted by an out-of-state consultant. The group experienced some frustration as members and the trainer wrestled with defining the team's potential goals and action strategies. The team finally decided on its action plan, which is described later.

Throughout the first year, the team met about once a month. Meetings were supplemented by calls and memos from the team captain and other members. Over the course of the year, one of the two representatives from the Migrant Education Resource Center left the team and was replaced by a person from the I Believe Attention Home, a halfway house for juvenile offenders.

Developing an Action Plan

The team members developed their action plan during and after the training sessions. They set the following goals for themselves:

1. To compile and distribute a list and description of community guidance activities

2. To make the Idaho Career Information System available to adults and youth in the Nampa community

3. To extend guidance communication to students who have dropped out of school before graduation

Individual team members worked on the separate sections of the plan, and the team captain organized and edited the separate parts into one final document. The team did not make any major changes in the plan during the first year.

Selecting Target Population

The team members wanted eventually to serve the entire community but decided to begin with the group that seemed most in need of help--individuals who have dropped out of school plus students in junior high and high school who could be considered potential dropouts. They made this decision based on their own direct experiences with young people in the community and on indirect comments they had heard from community residents. As the project began to unfold, the team added an additional subgroup to its target population--the students among the newly arrived Romanian refugees.

Assessing Needs

In 1977 the Nampa School District conducted a needs assessment. The study identified the dropout problem as critical. The team members felt that the need for career guidance was so apparent that another survey would be redundant. They invited two students--one dropout and one former dropout who had returned to an alternative school program--to meet with the team one evening, and over dinner the team shared ideas and questions with the two teenagers. What they said increased the team's determination to improve career guidance opportunities for this population.

The team members did a type of community agency needs assessment as they worked on the first goal, which was compiling a directory of all guidance activities in Nampa. As they started to collect information on what services existed, the need became very apparent for a directory that clarified the purposes and activities of different organizations.

Implementing the Plan

The dinner with the student and former student (who incidentally decided to return to school after meeting with the team) was the activity that served to get the team moving on its plan. The members decided to use the directory of community guidance services as the vehicle for talking with community agency representatives and helping them find ways to collaborate. Two lists were to be developed: a comprehensive detailed directory of services for use by guidance professionals and a shorter version that could be used by students who have already left school early or who might be considering leaving.

What seemed like a short, information-gathering step turned into a lengthy yet meaningful process. The team sent out a questionnaire (see Attachment 1) to about forty agencies. Before agencies would agree to be listed in the directory, they had to discuss internally what their purpose really was and how they wanted to be portrayed in the document to the public. As organizations heard about the directory, they suggested others to be included. The team began to see overlaps in activities as well as some gaps.

At the same time the directory was being developed, the team began building support for the second goal, to make the Idaho Career Information System available to the community at large. They first had to ensure that the system would be retained at the high school for another year, since funds were running low and the system was in danger of being dropped by the Nampa School Board in budget negotiations. Chamber of Commerce members as well as other community leaders were alerted to the impending cuts, and these individuals made contact with the Board. The Board voted to retain the system for another year.

The team then developed a plan for helping community members make use of the system, including ways to make the computer available outside of regular school hours. The system is now in full operation. Northwest Nazarene College has also implemented the system and now serves as the data storage facility for Nampa and other Canyon County towns. This change has cut the cost of the system by eliminating the long distance telephone service previously needed, thus enabling smaller rural school districts to utilize the career guidance information at a reasonable rate.

The team did not seek extensive publicity, but it did make use of the local newspaper to publicize its activities. (See Attachment 2 for sample news items.) The members also reported regularly to the sponsoring agencies, the Education Committee of the Nampa Chamber of Commerce, the Migrant Education Resource Center, and the Nampa School District.

Identifying and Acquiring Resources

The team members managed to do some project tasks during regular working hours but also met during lunch breaks and some evenings to work toward their goals. They utilized space, equipment, and materials for the project

since their professional responsibilities legitimately overlapped with project responsibilities. They held meetings in conference rooms and offices at the School District offices, Nampa Chamber of Commerce, Alice's Fabrics, Country Inn Restaurant, and the Migrant Education Resource Center.

In addition to this in-kind support, they utilized resources available from the national Guidance Team Training Project, including funds to print the community services directory. They invited a technical assistance consultant from AIR to visit, and she helped the team review its action strategies, develop the format for the directory, and identify additional funding sources.

The team pursued several other funding possibilities, although the members refuse to take full credit for obtaining the funds that were allocated, the following resources were acquired and used (at least in part) to meet the team's project goals. As mentioned earlier, several members were instrumental in convincing the School Board to assign district funds (approximately $5,000) to retain the Career Information System. The team also helped convince the Chamber of Commerce to have a fund-raising luncheon for further development, including teacher inservice, of career education and economic education for grades kindergarten through twelve. A total of $4,300 was raised.

The team captain, as part of her district career education responsibilities, applied for funds that also contributed directly or indirectly to the team's efforts. These included the acquisition of a Career Education Incentive Act grant of $14,000, which will fund a junior high guidance center and training for teachers and parents of migrant children; $300 in Vocational Education Act funds from the Idaho Department of Education; an Idaho Department of Energy small grant of $9,200 to provide inservice training for teachers; and $5,700 from the Idaho Council for Economic Education. The captain also acquired federal refugee education funds for the Romanian students enrolled in the schools. This money will be used to provide teachers' aides for the tutoring of non-English-speaking students in an English as a second language program.

Evaluating Efforts

To date, the team has undertaken no formal steps to evaluate its accomplishments. Informally, the team has noted the positive reactions of the community organizations to the development of the directory, and members are counting the number of organizations that are participating as an indicator of success. The team members noted the positive reactions of community members and school staff to the Board's decision to retain the Career Information System. Plans are underway to do a more extensive impact evaluation.

Taking the Next Steps

During the next few months, the team will print both versions of the guidance services directory, distributing the longer version to guidance

professionals and the shorter to individuals who could benefit from the services. They plan to work with the Northwest Nazarene College to set up a mentoring program that could pair college students in education, psychology, and sociology with students considering dropping out. Steps will be taken to make the Career Information System available during evenings and possibly weekends so that the public can use it.

The team members plan to continue on the team, and the captain has agreed to carry on her responsibilities. They will apply to be a pilot site under the succeeding project.

For more information on this site, contact:

Ms. Ellen Howard
Career Education Coordinator
Nampa School District No. 131
619 South Canyon
Nampa, ID 83651
(208) 467-5281

Attachment 1

AVAILABLE CAREER GUIDANCE SERVICES

Agency Identification

a. Name _____

b. Address _____ Phone _____

c. Contact person - Title and/or Name _____

_____

d. Type of agency (public or private) _____

e. Source of funding (private, grants, federal, state) _____

_____

f. Hours and days service is available _____

g. Are brochures available? ___Yes ___No _____

h. Guidance staff, minimum qualifications

1. _____Paid _____Volunteer

2. Professional certification ___Yes ___No _____

Target Population

a. Eligibility requirements _____

_____

b. Service area _____

_____

c. Age served _____

d. How do you publicize your service? _____

_____

e. Number of persons which can be served at one time _____

Type of Service

a. Cost (free or fee.) _____

b. Testing available ___Yes ___No _____

c. Group services _____ Individual Services _____

d. Service performed in office _____ In field _____

e. Service available in other than English _____

f. Priority of service (waiting period for clients) ___Yes ___No

_____

g. Training in job skills for:

Local _____, Northwest _____ National _____

h. Job placement service ___Yes No___ _____

Attachment 2

Idaho Press-Tribune, Thursday, October 15, 1981 — 3

Nampa school district, chamber join to promote career guidance program

By Vickie Holbrook
Idaho Press-Tribune

Nampa School District and the Education Committee of the Nampa Chamber of Commerce have joined forces in hopes of providing for Nampa residents in their quests for the perject job.

The end result will assist potential and actual high school dropouts, as well as residents seeking new employment.

The results also will serve as one of nine national case studies, according to Ellen Howard, Nampa School District career education director and leader of the guidance team.

Nampa's guidance team is one of 35 throughout the nation selected to develop career guidance services for area residents, Howard said.

By Nov. 1 the committee plans to have published a brochure listing more than 30 Nampa agencies that provide career guidance, Howard said.

So far, the committee has developed plans and goals to serve Nampa residents, but hasn't spent any money.

Printing costs will be covered by funds from a federal grant awarded to Ohio State University, the sponsoring agency, Howard said.

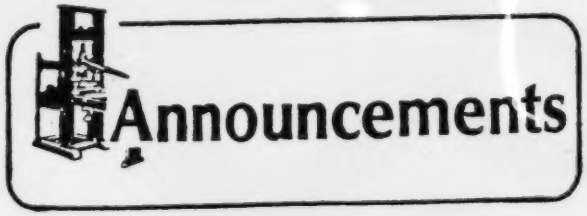
She said the information for the brochure has been collected, and after being printed, will be displayed at various agencies.

At a luncheon Monday, team members met with Linda Phillips-Jones, associate director of the American Institutes for Research, the project evaluator.

She said Ohio State University recently learned that the project would be funded for another two years, and that 20 of the 35 original test sites will be funded for another two years.

Although the 20 sites haven't been selected, Jones said, there's a good chance the Nampa project will be continued for the next two years.

Committee members are Howard; Jim Gamblin, principal of West Junior High School; Sarah Sullivan, West Junior High School; Ralph Cook and Lana Sessions, members of the Chamber of Commerce Education Committee; Wanda Clarkson, Plantation Attention Home, and Keith Pickett, Migrant Education Resource Center.



Idaho Press-Tribune, Wednesday, May 6, 1981 — B-2

CAREER SERVICES NEEDED — The Nampa Community Career Guidance Committee is developing a directory for career guidance services to aid young adults and adults who have dropped out of school or are interested in changing careers. All those who could provide information concerning services now available to the Nampa area are asked to contact Keith Pickett, 467-5288.

Career Guidance Team

Missoula, Montana

by

Linda Phillips-Jones

Abstract of Project

In 1980, Missoula faced a unique challenge: how to help more than 600 limited-English-speaking Hmong refugees from the mountains of Laos make a home and a new way of life in the Missoula area. Although unfamiliar with the English language, American culture, and American jobs, these refugees were eager to become integrated into the mainstream of their new world.

The Career Guidance Team decided to assist the high school age Hmongs, using the county's high schools as the setting. They organized a school textbook rewriting project, conducted intensive English as a second language (ESL) classes, began teaching a career exploration class for the refugees, and, finally, when they saw that these strategies were meeting only some of the refugees' needs, received permission from the school administration to set up intensive, special classes in the required subjects for the students.

Community Profile

Missoula is located in the western part of Montana and has a population of approximately 65,000. The area is considered a retail center for western Montana. Its primary source of income is derived from the wood products industry, and its second largest employer is the United States Government, primarily the United States Forest Service. This year, because of the economic situation nationwide, one of the wood products mills closed, laying off close to 500 workers. These former employees had to transfer, find other jobs, or remain unemployed. As a result, retail trade and general community morale has suffered.

Since 1980, largely due to the arrival of a Laotian former military officer who invited his people to join him on land he purchased, more than 600 Hmong refugees have come to the Bitterroot Valley, which includes Missoula and the area forty miles south of the city. Few of these individuals speak English or have job skills that can be utilized. Each refugee is entitled to federal refugee monies for a period of three years, after which he/she must be self-supporting or else rely on general welfare support.

Prior to this project, Missoula offered some career guidance programs and services for its citizens, including the new arrivals, but most of these required considerable English ability on the part of participants. The only career-related help especially designed for the Hmongs was some guidance and world of work orientation for adults provided by staff from CETA and the

Lao Community Family Center (a refugee assistance agency supported mainly by federal refugee funds) plus efforts on the part of the public school counselors and teachers to meet the needs of the students. To meet their English needs ESL classes were offered at one of the high schools, and tutors from the University of Montana were available to work with refugee youth during school hours. ESL classes were offered for adults at the Missoula Technical Center (a postsecondary vocational education institution).

The Planning Team

The idea for the project began with the career center director of one of the county's high schools. She was selected as a trainer for the project that preceded this one, and at a regional training workshop, she began to think of ways that this national effort could meet the needs of the Hmongs back in her community. She contacted several others who were interested in the refugees and submitted an application. Missoula was selected to be a pilot site.

Initially, the following organizations had representatives on the team: Hellgate High School, Sentinel High School, CETA, Missoula Technical Center, International Rescue Committee (a volunteer agency assisting with refugee resettlement), Lao Community Family Center, Montana Social Rehabilitative Service, and the Human Development Resources Council. Eventually, the International Rescue Committee and the Human Development Resources Council withdrew.

The training of the team was conducted by the team captain over a five-week period. Members found it easier to schedule the sessions over an extended time period rather than attend an intensive five-day course. Included in the training were a review of the project resources, identification of the priority needs of the refugees, and the development of the team's action plan.

For the first few months, the team worked together smoothly and had frequent formal and informal planning sessions. At about the time the team was to implement its major activities, a major crisis arose, which is described later under the section, "Implementing Project Activities."

Selecting Target Population

The team selected the population it wanted to serve at the time it applied to be a pilot site. Members were personally aware of the struggles with jobs, English, and general adjustment that the Hmongs were having in the community. They knew that the adults were receiving some help through the Lao Community Family Center and the Missoula Technical Center, and the children in elementary school seemed to be adjusting to the regular school program. The ones having difficulty were the individuals in the middle--the youth who were the right size and age for high school classes but who did

not have the language or educational background to succeed with their American peers. Many, in fact, had never attended school in their homeland. The team decided to focus its attention on Hmong high school students.

Developing an Action Plan

The group spent time discussing the refugees, tentative goals, and implementation strategies during the initial training sessions. Since the sessions were spaced days or weeks apart, individual members did more research in between each meeting and drafted their ideas into separate parts of a plan. The team captain integrated all of the separate drafts into a final, coordinated document.

The original goals that the members selected included the following:

1. To establish a communication system among team members
2. To review and obtain educational and career materials that would benefit Hmong students
3. To improve the educational and career program for the students through simplifying and/or translating textbooks, conducting intensive ESL classes, and teaching a career exploration/decision making class, and setting up a separate classroom at one of the high schools in which the students would be taught all required subjects
4. To gain administrative, faculty, and community support for an onging program to help the refugee students
5. To evaluate the team's efforts

Based on a number of major changes that occurred, the plan was modified later in the project.

Assessing Needs

To gather information on what the students' most critical needs were, the team held a series of meetings with faculty members in science, math, English, social science, and vocational education. From these semistructured group interviews, it became clear that the most critical need of the refugee students was for improved English ability. The students could have benefitted from intensive language instruction before they were integrated into the regular classrooms. At the same time, however, the students were in the classrooms and had to survive. They needed to master English along with academic concepts and still gain knowledge and skills related to career choice.

Identifying and Acquiring Resources

The team members began by utilizing the human and material resources already available in the group. Meetings were held at the school and community agencies during and after working hours. The team contacted AIR for technical assistance and was sent some career guidance materials for use with Indochinese as well as sources of information to order from various states. An AIR staff member visited the team and conducted a workshop on ways of maximizing limited resources.

The team captain contacted the Montana Department of Education to find out about funding sources, and as a result, the team submitted a proposal for a state Career Education Incentive and Adoption Grant. The captain also visited, in conjunction with another conference, several programs in San Francisco for limited-English-speaking learners. She followed this up with letters to people and organizations recommended to her by the contacts she made.

Since the federally funded Center for Applied Linguistics was offering technical assistance to similar programs, the team tried to arrange for a consultant to conduct a workshop for the team and high school faculty members. Unfortunately, the Center's federal contract ended before the assistance visit could be arranged.

One of the team members utilized Teacher Center funding to support a curriculum writing project for the Hmongs. The team intends to apply for Elementary and Secondary Act (ESEA), Title IVC monies for curriculum materials for the teachers who will teach the special classes next year. Members will request Vocational Education Act funding for a career counselor to work with the Hmong students and to teach a career class next year.

Implementing Project Activities

After training was completed, the team began to put its plan to work. The ESL teacher on the team continued teaching special intensive language classes every day at one of the junior high schools. Approximately sixty Hmong students were bused to the class. In addition, she coordinated a group of teachers who rewrote, in simplified English, units and/or textbooks in math, history, biology, and government. These texts were used as resources for teachers and students in the classrooms.

Ever since their first meeting, the team members discussed the advantages and disadvantages of a separate, self-contained classroom for the Hmong students. If such a class could be established, it could utilize the simplified texts and perhaps make use of a bilingual aide-interpreter to explain more complex concepts to the students. The class would emphasize academic skills as well as career exploration and ESL. Members knew that the class could provide many benefits, but there could be drawbacks as well. Students enjoyed and gained from their involvement with American students.

On the more practical side, every classroom was in use, and there was no available teacher who could teach such a special class.

Four months into the project, the team ran into a major hurdle. Missoula's teachers and counselors went on strike, a situation that lasted for three months. The strike resulted in a major loss of personnel and eventual reassignments of staff. Team morale hit an all-time low, and members came close to dropping the project or at least postponing it indefinitely. It looked as if the team captain would be reassigned from the career center to a classroom.

Once the strike was settled, however, the team reconsidered the situation, took stock of the resources that were left, and decided to go ahead with a modified plan. The captain was given an additional counseling assignment but decided she could continue her role. They decided to forget about the self-contained classroom for a while and concentrate on establishing some intensive special classes, at the same time making use of some non-school resources. They continued the ESL class and made plans for the career exploration class to be taught twice a week during the students' lunch hour. The team member who represented CETA and the Montana Job Service volunteered to send one of her staff members to teach the course.

As helpful as these activities were, the team still wanted special classes. In cooperation with faculty members, the team compiled a status report of how the students were doing in regular classes and what they still needed. They presented the data to the school administrators in support of their request for special classes (to be located at one high school) for students who needed them and received a tentative commitment for the classes for the 1982-83 school year.

Evaluating the Project

During the first year of the project, evaluation was informal and mainly based on team members' observations of students, faculty, administration, and community members. Interviews with selected school and agency staff members indicated concern for the students and support for the team's efforts. The team was pleased with the efforts made by the students, even though their progress could have been greater. Members were satisfied with their own progress toward their goals, particularly since their plan had been disrupted.

During the coming year, the team will gather data on students' English ability, reading scores, and grades in subjects such as biology and math. The plan is to compare students' scores before and after the special classes.

Taking the Next Steps

The team is now implementing the career exploration class. In addition, the team is continuing the ESL class and making final arrangements for the special classes to be implemented in the coming year. The team plans to screen community groups and businesses to set up a community network for career exploration for the refugees.

The members and captain all plan to continue to serve on the team and will submit a proposal to continue their efforts under the new project.

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Kona Career Resource Team

Kona, Hawaii

by

Linda Phillips-Jones

Abstract of Project

How does a guidance team in a rural setting help its high school students explore careers and make better career decisions when local business and industry are limited, jobs are scarce, and the closest college or vocational training center is two hours away? The Kona, Hawaii, team decided to tackle the problem by pooling the resources within the community. The members have used the local newspaper and radio station to build community support for three major activities: developing a resource manual of organizations willing to give students hands-on experiences, establishing a communitywide career network for linking organizations and students in career exploration, and retaining the computerized career guidance system at the local high school to enable students to get career information from the data base at the University of Hawaii.

Community Profile

Kona is the geographic name for the west side of the island of Hawaii, the largest of eight islands that make up the state of Hawaii. The Kona area stretches a little over one hundred miles along the west coastline of the island. It is basically a rural area, sparsely populated. The major population center is the small town of Kailua-Kona. There are approximately 16,000 people in Kona, and it is currently the fastest growing area in the state. Kona has a multiethnic population of Japanese, Chinese, Native Hawaiians, and a mix of Caucasians. Tourism and agriculture are the major industries.

Konawaena High School is the only high school in the area. There are no postsecondary institutions in Kona. The closest community college/four-year college, a branch of the University of Hawaii, is located in Hilo, a two-hour drive from Kona, one way. The only other postsecondary school is a beauty college, also located in Hilo.

Prior to the formation of the Kona Career Resource Team, career guidance activities in Kona were limited to those offered at the local high school plus the services provided by two governmental agencies, the field office of the Hawaii State Employment Service, and the Hawaii Department of Vocational Rehabilitation.

The high school was operating three types of career-related activities: the annual Career Day (which was initiated one year ago), the required one-semester ninth-grade guidance class (which included a unit on vocational

interest testing), and the career center (which utilized a career guidance computer terminal and various printed materials for students in grades nine through twelve).

The Employment Service helped local citizens link up with local job listings but conducted no formalized career guidance activities. Vocational Rehabilitation provided guidance only to individuals with disabilities. There was very limited contact among these three organizations.

The Planning Team

The initial idea for the Kona project came from two staff members of the Hawaii State Department of Education. These two women attended one of the regional training workshops of the project that preceded the Guidance Team Training Project. When they returned home, they contacted an individual whom they knew was interested in improving career guidance at Konawaena High School. He agreed to attend the national training workshop in Columbus, Ohio, and try to bring back ideas for a potential team effort in Kona.

The project did not get off to a roaring start. His first efforts to interest school officials were unsuccessful, partly due to the delayed start-up of the national project and partly due to the school's making commitments to other efforts. He decided to try again, and in the combined role of trainer and interim team captain, he contacted in the community several individuals whom he had met through past activities.

The initial group was made up of representatives of four organizations: the high school, Hawaii County Economic Opportunity Council, Kona field office of the Hawaii Department of Vocational Rehabilitation, and the Youth Committee of the Kona Chamber of Commerce. The group submitted a proposal, was approved as a project team, and quickly asked other key organizations to join them. These included KKON radio station, Kona field office of the Hawaii Employment Service, and a land-surveying business owner with considerable knowledge of state legislation and politics. In addition, the president of the junior class at Konawaena High School joined the Kona Team.

The team captain conducted the training for the group over a four-week period. In addition to attending four formal sessions, team members met informally several times to iron out the details of their action plan for the next year.

During the next six months, the team met at least once every three weeks. The team captain organized most of the meetings, although they were usually held at local businesses or members' homes. There was frequent contact by telephone among the members of the team.

Selecting Target Population

In the training sessions, the team members unanimously agreed that the group with the most pressing needs in Kona was high school students. After

graduation their opportunities for college or vocational training were extremely limited, and there were apparently few job opportunities in the town. At the same time, businesses were reporting a lack of job applicants for the jobs that did exist. The team decided to focus its initial efforts on Kona students in grades nine through twelve.

At about this same time, the team heard of a group of students with disabilities who needed transportation to their work-study sites. The team decided to include these students as an additional subgroup to serve.

Developing an Action Plan

Once the target population was selected, the team moved quickly into its action plan. Using the format provided by national project staff, the team members as a total group brainstormed ideas for goals, objectives, and implementation activities. Individual members then volunteered to develop the content for each section of the plan, and the captain did the final editing of the document. The team chose to focus on four goals during the first year of their efforts:

1. Develop a community resource manual listing hands-on career exploration opportunities for students

2. Develop a referral system to match students with these resources

3. Retain the high school's career guidance computer terminal, which provided information from the University of Hawaii's data bank

4. Obtain transportation to work-study sites for special education students

The team followed its plan closely during the first year of operation. In fact, the only modifications were some changes in dates for implementing some of their activities.

Assessing Needs

The team members felt they knew the general needs of the target population. They based their knowledge on their own experiences with high school students and upon informal interviews they had had with teachers, counselors, students, and members of the business community. As the project progressed, however, the team concluded that they needed more concrete information about the specific needs of the students.

They decided to administer a formal questionnaire survey to three groups: graduating seniors, parents of graduating seniors, and others (business representatives, teachers, counselors, and school administrators) who were in positions to know the students' needs.

The team reviewed samples of needs assessments conducted by other groups, met with technical assistance staff from the AIR, and finally drafted three forms of a questionnaire. They pilot-tested these on a small number of individuals, made revisions, and produced enough copies for distribution. Before they sent out the questionnaire, they asked the local newspaper and radio station to publicize the study. Approximately 600 questionnaires were distributed, and 379 were returned. AIR helped the team analyze the data and prepare a summary report.

The findings of the needs assessment indicated that senior students, parents, representatives of the Kona business community, and high school faculty members agreed on the need for more career guidance help for seniors. Specifically, the students needed assistance with setting goals after graduation, knowing what education and training are needed to meet these goals, and identifying how personal characteristics (e.g., interests, abilities, and values) can determine career choice. The adult respondents favored more individual career counseling for the students, whereas the students themselves stated a preference for more field trips and hands-on experiences with business and industry.

Identifying and Acquiring Resources

Several of the team members were able to spend time on project tasks during their regular working hours. They were also able to use in-kind resources such as telephones, paper, stamps, office space for meetings, and copying machines. All of the team members donated considerable time to the project after working hours, primarily in late afternoons and evenings.

In addition to these in-kind resources, the team decided to pursue resources from various agencies. They asked the Hawaii County Economic Opportunity Council to provide a van two times per week to transport special education/work study students to their work sites, and their request was approved.

They submitted a proposal to Alu Like (a CETA-funded organization) for a student position to help with the manual and referral system, but the proposal was turned down. They then applied to the State Department of Education for a Career Education Incentive Act minigrant to implement their planned career exploration and peer tutoring activities, and this time they were successful in receiving $1,450.

One of the team members was given funds by her own employer to represent the team at a state conference on career education in the state capital. She and the team captain organized a booth about the Kona Career Resource Team, complete with pictures, newsletters, newspaper clippings, and other information (see attachments for good examples of publicity efforts). The team captain was also funded by his employer to attend the state career education conference. A formal presentation on the team's activities was made by the team.

Implementing the Plan

The "kickoff" activity of the team was obtaining the transportation for the special education students. This accomplishment was noted in the local newspaper, primarily because it was an example of how two community organizations shared resources.

Next the team concentrated on helping the high school keep its career guidance computer terminal, which was available only through a temporary grant and which was about to be removed. One of the team members spearheaded a successful effort to convince state legislators to include funds for the computer terminal in the next year's budget. The legislature approved the expenditure; the computer terminal was temporarily saved. Finally, the high school principal, himself an unofficial member of the team, agreed to retain it in his next year's operating budget. Again, the team received favorable publicity in the local newspaper and on the local radio station.

The needs assessment activity, in addition to providing specific student data for the career exploration and referral activities, served to acquaint the community with and build interest in the team's efforts. The publicity surrounding the study led more businesses to contact the team and offer help.

Implementing the use of the resource manual and career exploration activities for students took a little longer than was expected. When funds for the student assistant position were turned down and the team captain was temporarily reassigned to another job, there was a delay in implementing the activities. Finally, however, the information on community resources was gathered, and the manual was completed. Students began their exploratory experiences in businesses throughout the area.

Evaluating the Project

When the team began its efforts, evaluation was very informal. Four months into the project, AIR technical assistants were invited in to help the team examine its goals and evaluate its activities to date. The needs assessment that the team conducted validated the need for the goals and activities they had planned. It also caused the team to place more emphasis on a comprehensive career planning program that served all high school-aged youth, including those not in school, and a little less emphasis on in-school programs only. The team plans to conduct a more formal evaluation at the end of the first year of the project.

Taking the Next Steps

The team will continue its planned activities for another year and is applying to be a project site under the new national project. The members intend to evaluate their first year's efforts and, if necessary, add new goals and

implementation activities for the second year. The team captain has agreed to continue on in his role, and all of the members have agreed to serve for a second year.

For more information on this site, contact:

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Attachment 1

West Hawaii Today, Tuesday, March 24, 19[illegible]

Special team working in community

Kona is pilot site for career guidance project

Kona has been chosen as the State's pilot site for a new Career Guidance project, which operates under the direction of the National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio.

Eight Kona residents, now known as the Kona Career Resource Team, are involved in developing and implementing plans which it is hoped will aid in improving and supplementing current career guidance programs in the Kona community.

The team is using information which was disseminated by the National Center for Research in Vocational Education. The pilot program will determine whether the information, incorporated with the community's resources, can improve the career opportunities in the area.

Kona was chosen as the State site late last year. Thirty-five of the 50 states, Washington, D.C. and Puerto Rico are participating in the study.

Participating in the group are: Alvin Ako, Konawaena's senior counselor; Kay Rhead, Kona Coast Chamber of Commerce; Don McIntosh, a Kona surveyor; Henry Shimakura, a rehabilitation counselor for the State Division of Vocational Rehabilitation; Sid Hewitt, employment counselor for the State Employment Office; Julia Kaupu, one of the directors of the Hawaii County Economic Opportunity Council; Jane Russell of the School Advisory Council; and Summer Prettyman, junior class president at Konawaena.

Since the group's inception, the members have reviewed the available material resources and interviewed community members, attempting to determine the career guidance needs of the Kona community.

One of the existing career guidance projects which the team is assisting is Konawaena High School Career Guidance Computer program.

Konawaana is one of eight high schools statewide which has a Career Kokua Computersort. This computer enables a student to receive current information on approximately 250 selected occupational fields in Hawaii.

Continued funding of this project is not assured because Federal funds, which have carried the program to this point, will run out on Nov. 30.

Bills have been introduced in the Hawaii State Legislature asking that State general funds be used to support the program.

Anyone wishing more information on this program should contact team member Don McIntosh.

The team has also been working on the development of a coordinated transportation system to expand the present special education work-study program at Konawaena.

So far, the team has succeeded in expanding the program by obtaining the use of a van, donated by the Hawaii County Equal Opportunity Council, twice a week.

The van will begin operating on April 6, according to Rho.

If that system works, the team will be working on expanding the system in September. Julia Kaupu, Lill[illegible] Office of Economic Opportunity in Kona; and Marvin Sanematsu, a Konawaena instructor, are developing the program.

Attachment 2

THE NEWS OF THE SCHOOL

Na Lono Kula

Department of Education, State of Hawaii

VOL. 12, NO. 9, MAY 198

Career guidance project starts in Kona area

Over the past two months, a small team of Kona community members has been working on a career guidance project under the direction of the National Center for Research in Vocational Education at Ohio State University. Kona was chosen as the single pilot site in Hawaii to participate in the competency based program sponsored by the U.S. Department of Education.

Organized as the Kona Career Resource Team, participants are focusing on identified guidance needs. One has been efforts to insure continuation of the Career Kokua computer service during the coming year.

The team also has been working on transportation arrangements to expand the present special education work study program at Konawaena High School. The Hawaii County Office of Economic Opportunity in Kona is providing van service two days a week on a trial basis to determine the feasibility of continuing and expanding such a system in September.

Team members also are developing an in-depth career guidance needs assessment survey and a volunteer resource manual. The manual will be used in a referral system that will pair agencies that need volunteers with students who want to use their time constructively.

Career resource survey will be given to assess Konawaena High seniors' needs

KEALAKEKUA — A comprehensive career resource survey will be administered to Konawaena High School's graduating seniors Tuesday and Wednesday.

The students and their parents will be asked to answer questions.

The intent of the survey is to discover how seniors and their parents feel about the students' present career guidance needs, and how valuable various school experiences would have been in preparing seniors for jobs and careers.

Information gathered in the survey will be used by the Kona Career Resource Team and the school to plan new resources and programs for student career guidance at Konawaena High and Intermediate School.

The team members are especially interested in hearing from parents and hope that parents of graduating seniors will take time out to complete the survey and return it to the school.

The team also plans to survey Konawaena faculty members and the Kona business community.

"The opinions and ideas of all those surveyed will be important," said team member Jane Russell.

"In order to conduct an accurate survey we need as many of the surveys completed and returned as possible. We would like to emphasize to all those participating in the survey that their ideas are important to future planning and their help in thoughtfully answering the survey questions will be appreciated," Russell said.

The eight-member Kona Career Resource Team was formed after Kona was chosen as the state's pilot site for a new career guidance project operating under the direction of the National Center for Research in Vocational Education at Ohio State University.

The resource team is involved in developing plans it hopes will aid in improving current career guidance programs in the Kona community.

The survey, which has gone through a number of revisions, was developed by team members Henry Shimakura, a rehabilitation counselor for the State Division of Vocational Rehabilitation; Sid Hewitt, employment counselor for the State Employment Office; and Russell, a member of the School Advisory Council; with assistance from the American Institute for Research in the Behavioral Sciences in California.

Hawaii Tribune Herald, May 22, 1981

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Attachment 3

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Attachment 4

Big Island Project is successful

Kealakekua, Hawaii -- The transition from high school into the work-a-day world may be eased for Konawaena High School students, courtesy of a small band of community volunteers working to develop ways of providing additional career guidance for local youngsters.

The Kona Career Resource Team is operating under the direction of the National Center for Research in Vocational Education at Ohio State University under a nation-wide pilot project sponsored by the U.S. Office of Education. Late last year, one site in each of the 50 states, Washington, D.C. and Puerto Rico was chosen to work on a pilot study in which community members were to be involved in developing and implementing plans which would aid in improving and supplementing current career guidance programs in their comm[illegible].

The Kona Career Resource Team is presently working on several career guidance projects including one that is of particular interest to the h[illegible]i. Through the efforts of team member Julia [illegible] and with the cooperation of the Hawaii C[illegible] Economic Opportunity Council, a transpor[illegible] system has been implemented by the Kona [illegible] a trial basis to ferry special education s[illegible] to and from job sites as part of the S.E.V.R. and O.S: programs at Konawaena High School. The Special Education Vocational Rehabilitation (S.E.V.R.) program serves students who have been exposed to occupational skills. Students are paid a training fee to provide a consistent and more realistic job experience and training. Prior to the coordinated transportation system, only a limited number of students could take part in the program as there was no access to a bus or van and students were transported on a teacher's personal car. Although the O.E.O van will have operated for 2 months as of June, 1981, it is hoped that the system will be able to accommodate handicapped students at Konawaena High during the coming school year.

HA'ILONO KĪNĀ
(to bring the news of the handicapped)
COMMISSION ON THE HANDICAPPED
JUNE 1980 VOL. 19

Volunteers spur career guidance for students at Konawaena High

By Leigh Critchlow
Tribune-Herald staff writer

KEALAKEKUA — The transition from high school into the workaday world may be eased for Konawaena High School students, courtesy of a small band of community volunteers working to develop ways of providing additional career guidance to local youngsters.

Members of the eight-person team themselves represent a wide variety of occupational choices and want to help students acquire the knowledge and skills needed to pursue a chosen career.

The Kona Career Resource Team is operating under the direction of the National Center for Research in Vocational Education at Ohio State University, under a nation-wide pilot project sponsored by the U.S. Office of Education.

"Late last year, one site in each of the 50 states, Washington D.C. and Puerto Rico was chosen to work on a pilot study in which community members were to be involved in developing and implementing plans which would aid in improving and supplementing current career guidance programs in their community," explained Konawaena High counselor Alvin Rho.

Rho is coordinating the Kona program after receiving an introduction to the project during a special training workshop last year at Ohio State University.

Kona team member Kay Rhead is a title company executive and a member of the community affairs committee of the Kona Coast Chamber of Commerce.

Rhead said she became involved in the project because "there's a definite gap between the business community and the academic world."

She said many Kona students aren't aware of the broad scope of jobs available locally. One of the goals of the career resource team is to let the young people know what careers are open to them in Kona and to encourage them to remain in the community.

Fellow team member Jane Russell is KKON radio station manager and a member of the Hawaii County School Advisory Council.

Russell said she joined the pilot project because of a keen interest in Hawaii's schools and in giving students an opportunity to become better prepared for the future by expanding their exposure to career guidance assistance.

Team member Henry Shimakura is a rehabilitation counselor with the state Division of Vocational Rehabilitation.

Shimakura said he feels the career guidance project is a good one because there seems to be a great need for focusing on the vocational preparedness of graduating high school students.

One of the things youngsters need is "hands-on" practice to acquire job skills, he said.

Shimakura feels citizens can play a relevant role in helping schools foster vocational readiness for all students, no matter what educational or occupational route they follow after graduation.

Team member Don McIntosh, a registered land surveyor, became aware of the need for such help when he fielded questions from students during a fall "career day" sponsored by the chamber at Konawaena High.

Not that it's the school's fault, McIntosh said, but parents don't seem to be providing the necessary assistance.

Therefore, McIntosh is spearheading a drive to ensure continuance of the career guidance computer program at Konawaena which was instituted for the current school year under a federally-funded pilot project.

Konawaena is one of only eight high schools in the state that has the "career kokua computersort" which enables students to receive current information on roughly 250 selected occupational fields in Hawaii.

Continued funding of the project isn't assured. Three bills relating to "career kokua" are pending in the state Legislature. In general, the bills call for the establishment of career kokua as a regular program of the state Department of Labor and Industrial Relations and thereby entitled to receive state general funds.

The computer terminal in the Konawaena career resource room, under the guidance of teacher Ichiro Shikada, allows students to research job markets and post-secondary schools in Hawaii. They receive information to help them plan their academic careers with certain occupations in mind.

The Kona committee also intends to develop a resource manual for career explorations which will offer brief job descriptions and names of persons in the community who would be willing to have interested students visit their offices or places of employment to get a taste of what a particular job is like.

The team's overall goal is to supplement the ongoing career guidance program at Konawaena.

Through the committee's efforts, and with the cooperation of the Hawaii County Economic Opportunity Council, a transportation system has been implemented on a trial basis to ferry special education students to and from job sites.

Another project will be the creation of a volunteer resource booklet which will provide information to help interested students get involved in volunteer work with various agencies, such as Kona Hospital, or the Kona Family YMCA, and others.

The team also is arranging for a "needs assessment" survey to be administered to Konawaena students to enable the school and the community to look objectively at the career guidance needs of Kona's young people.

Other team members are Julia Kaupu, a director of the county's Economic Opportunity Council; Sid Dowell, an employment counselor with the state employment office; and Summer Prettyman, Konawaena junior class president. Community members interested in helping the team with its various projects are invited to contact team members.

12- Hawaii Tribune-Herald, Friday, March 27, 1981

Attachment 5

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Buzz'n Kona

Buzz Newman

Adding a significant share

KONA — We regularly hear of groups working together in the community to improve the place where they live. Mostly we hear of these groups through news of some sort of fund-raiser or other request for financial support. This is not to say that most of these efforts are any less commendable, but often with limited resources we find ourselves pressed to make a choice as to which group should receive our support. Because of this regular clamor for funds, it is doubly refreshing to hear of a group whose very significant contribution is the result of lots of personal time, clear thought, and hard work.

Such a group in our community is the Kona Career Resource Team. Under the direction of the National Center for Research in Vocational Education, headquartered at Ohio State University in Columbus, this group of Kona citizens is taking positive steps to assure that our young people receive the best available career counseling.

Last year Alvin Rho, who is Konawaena's senior counselor, was selected to attend a special training workshop at Ohio State.

Returning here he promptly organized the Kona Career Resource team. Members include Kay Rhead, who last year chaired the community affairs committee of the Kona Coast Chamber of Commerce. In that position she organized the most successful career day at Konawaena High School. In a related activity Kay and her committee developed Kona's first Junior Achievement activity. Another member of the team is Jane Russell. Jane is manager of Kona radio station KKON, a member of the Hawaii County School Advisory Council, and she serves on the communications committee of the chamber.

Don McIntosh, a Kona land surveyor, was one of the very active supporters of last year's career day. Filling out the team are Henry Shimakura, a rehabilitation counsellor for the State Division of Vocational Rehabilitation; Sid Hewitt, employment counselor for the State Employment Office; Julia Kaupu, a director of the Hawaii County Economic Opportunity Council; and Summer Prettyman, representing the Konawaena student body.

Summer is president the junior class. Under the guidance of team chairman Rho the group has planned a course of action which will equip them to act as an assistance group to establish better career counseling. This week they are circulating a questionnaire in the senior class at Konawaena. This will be followed by a questionnaire which the seniors will take home to their parents. Finally they will seek answers from community leaders, teachers, and school administrators. Through this process they hope to get a clear picture of community needs. The primary consideration will be the needs of the seniors, but beyond that they hope that information gained on both unemployment and under-employment in our community will further arm them in their effort to provide the most effective career counseling.

Sometimes it seems as though fate works against us. On April 28, the chamber of commerce and the community planned a very special welcome for the arrival of the Oceanic Independence in Kona. But this was the day the ship suffered a mechanical breakdown in Hilo, and as a result was forced to bypass the Kona stopover. So the 150 travel agents whom we had planned to impress with the aloha of Kona didn't have opportunity to even see Kona.

In a similar vein it is interesting to note that people who have a sincere interest in promoting Kona as a place to visit come from all areas. Bessie Bogut of Kona Senior Citizens is a Royal Matron of the order of the Amaranth, a Masonic organization. In this capacity she plans to attend a convention of her order in Sacramento, Calif., next month. So that her fellow conventioneers will have opportunity to know about Kona, Bessie is loading up a suitcase-full of Kona walking tour guides and other information about our fair community for distribution at the convention.

It is a usual thing for the attendance at Kona Senior Citizens meetings to shrink perceptibly as the summer months approach. Many of the members live in the community only during the winter months. But in most cases as we bid them aloha, it is with the pleasant knowledge that we will see them again when they return in the fall. But this spring we are sad to bid aloha to two of our long standing members who are moving permanently to the Mainland. These two, long time residents of Hale Hookipa in Kainaliu, are Ita Johnson and Pacifico Banga. Our good wishes go with them.

Also leaving our community to permanently return to the Mainland this month, though not senior citizens, are our very good friends Franzette Gibson, and Jan and Cass Grimm. We shall miss them all.

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Attachment 6

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